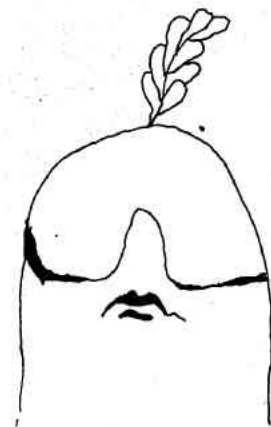




# THERE'S STILL TIME TO WITHDRAW <sub>p2</sub>

Dominance  
and  
Submission

## AND INSULIN ADDICTION



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# kindergarten of the air

N M E E I T M

W X M H M

Q M C M

Student newspapers are a powerful means for provoking critical analysis of political and social systems. They necessarily give precedence to the preferred political line of those involved, and concomitant with this power, is their responsibility to provoke interest in social issues on and off campus. The student press should stimulate an intellectual reappraisal of goals and life styles for they are in a position to assume the role of the alternative press in Australia and should therefore publish articles that would increase the perception of, and action in, fields and ideas the straight press, for whatever reason, refuse to cover. To effect such a role it is essential that as many people as possible become involved in the production of each paper so that the broadest coverage of these fields is gained.

A paper such as Woroni also has the rare opportunity to expose any conceivable talents in literature, art and photography on campus, it should aim to maintain high standards of production, not merely content itself ripped off graphics from U.S. and English "underground" magazines. In order to reach these stated objectives Woroni needs first to establish an interested readership, again dependant on a high quality of articles, review and art work.

But there is another option . . . strawberries.

This assumed social responsibility (albeit minimal) has led to student papers often becoming the mouthpiece of the internal political body; commonly through the auspices of their respective SRC or Students' Association. Although this is understandable, often inevitable, nevertheless it is not universally expedient.

If editorial policy is subservient to the prevailing political organization the paper's influence will be largely muzzled, for to stimulate a free exchange of ideas and objectives autonomy is essential. Again, the broader the spectrum of ideology embraced by those involved with the paper the greater the potential for radical and original thought.

But anyway, the trivial power exercised in these fields seems limited to merely satisfying hungry egos — and is equally as amusing in it's intolerance. There is no point in Woroni acting as an organ of a Students' Association, emphasising the fetishes and phobias of the few who make the decisions. Student newspapers should be conceptually free of any restraint — legal, moral or political.

But it is harder to make enemies — even revulsion has a certain masochistic thrill to it although each special interest clique has it's own 'in' jokes. 'Born to be little' must fit in somewhere. So complete the following sentence in ten words or less.

"I support the oppressed black people of Northern Ireland because . . .  
 . . . . .  
 . . . . .  
 . . . . ."

After all "pretentious" is a value judgement.

Roland Manderson, Editor . . . . .



Talented, creative, experienced, or merely interested? If you want to become part of the all new living, breathing and edible Woroni — there is a meeting in the Woroni office this Thursday night at 7.00. I might bore you to death but come along, find out and speak up! If you are interested but can't come to the meeting, drop into the office and leave your name and interests — but I'll probably be playing pinball at the time.

If you formally withdraw from a unit (i.e. in writing) on or before the relevant date your performance in that unit will not be recorded as a failure.

FIRST SEMESTER UNITS	31st MAY
SECOND SEMESTER UNITS	30th SEPTEMBER
FULL YEAR UNITS	16th AUGUST

(Dates may not be applicable in some units — so check at your faculty office)



**IS THIS A DIABETIC?**  
*HERE ARE TWO TYPICAL DIABETICS 'HOOKED' ON INSULIN,  
THEY ARE 'SHOOTING UP'.  
'HARRY' AND 'SUZETTE' SHOW THE DEPTHS OF DEPRAVITY TO WHICH  
AN ADDICT OFTEN SINKS....DON'T LET THIS HAPPEN TO YOU!!!*

Both the university and the government in Canberra have refused to take responsibility for student accommodation. The university has said that the responsibility lies with the Australian Universities Commission, which has failed to provide adequate funds for a university where so many students live away from home; while the government has said it is the responsibility of the university and has taken students off distressed housing and government housing lists. The university sees fit to provide many staff and postgraduate married students with housing in the suburbs. From a student point of view government housing (and university housing) is low cost accommodation when they compare the rents there to the rents charged on the open market.

Students living away from home are, of course, the only ones relevant to this problem. Nevertheless many students remain in most stifling and undesirable circumstances at home simply because they cannot afford to move out. This problem is exacerbated by the fact that if their parents are on anything but the lowest pay they cannot get living allowance assistance from the government and can only qualify if they can become independent of their parents for two years. To do this many students are prepared to go into heavy debt and live on \$15.00 p.w. for that time. Students who are over 18 are branded with their parents income if it is too high while at school the reverse is true and students are branded with their parents' income if it is too low, making it inevitable that only 5% of university students will have parents who are unskilled workers.

Thus students who are able to live away from home fall into two basic categories (any proportions are only rough estimates and apply to full-time rather than part-time students in the main):

**FULL LIVING ALLOWANCE** — Those students whose parents earn low incomes, or who have been independent of their parents for two years, or who are over 26 — certainly less than 20% of full time away from home students — get the full living allowance. These people were living on a fixed income of \$1400 per year in 1974, and \$1600 per year in 1975. Although the scheme provides for more students than in 1972 the benefits have risen much slower than other social security benefits and like a snail compared to inflation.

**If living on campus** — the fees for halls and colleges (which house almost 50% of full time students) have exactly doubled since 1970 (\$600 p.a. to \$1200 p.a.) while the full living allowance has risen by less than 50%. In 1975 to be accommodated in a hall for the full academic year will cost approximately \$1550, almost exactly the full living allowance. The student still has to find money for transport, books, clothes, entertainment . . . Thus a student living in a hall will have to rely on income from casual employment over the Christmas vacation. This income will have to support the student during that vacation and provide sufficient savings for the following year. In the current employment situation it now appears that many students will be unable to find sufficient work to do so.

The only glimmer of hope for many students is Toad Hall, where there is a rent of \$12.00 per week and students provide their own food. Nevertheless, in the ballot for places for 1975, completed recently, there were EIGHT times as many applications as places, and Toad only provides for re-enrolling not new students.

**If living off campus** — students are faced with the problem of competing for the rapidly diminishing supply of privately rented accommodation. This problem is aggravated by the increasing number of students seeking this form of accommodation and the increasing number forced to do so because of the lack of other forms of accommodation. Early in 1974 there were cases of houses accommodating three times as many students as there were bedrooms and several hundred students failed to come to the university after accepting a place, stating explicitly lack of accommodation as the reason. For a large number of reasons the problem will probably be worse in 1975 than 1974. In getting off-campus accommodation students are faced with the ubiquitous 'no groups' policy. This policy is based on ignorance (a young family is usually more destructive to a house) and a social prejudice based on the 'family' house owning unit conception of society. The house ownership bias of social policy is perhaps more dominant in Canberra than elsewhere — for the problem of low cost accommodation and tenants exploitation to be solved some dent must be made in the hegemony of this incredibly wasteful (of space, resources, and freedom of mobility, etc.) practice.

If students do succeed in getting their off campus house or flat they are faced with the following common problems, which because of their desperation for housing they are at present unable to do anything about:

1. Leaseless agreements.
2. Exorbitant rents due to the failure for the property to be fair rented because the cases take months to go through the courts, because there is no lease, or because (as is increasingly common) the landlord refuses to pay back rent and costly time consuming legal action is necessary. It is also increasingly common for students to be forced to pay above the fair rented rate by service fees (\$20 for the use of a poor quality washing machine and vacuum cleaner per week in one case) or under the counter payments.

# A ROOF YOUR

Julius Roe

3. Exorbitant bonds which through the failure to include wear and tear on inventories (where they exist) are often irrecoverable. The payment of sums of \$200 is beyond the means of students getting a monthly cheque sufficient only to cover their normal living expenses.
4. The fair rent surcharge for groups, and the lack of dilapidated housing in Canberra mean that even with fair rent students here pay much higher rents (on the same income) as students in the State Capitals.
5. Although the Fair Rent Office are helpful many of the workers there have greater personal contact and empathy with landlords than with tenants.

## WITHOUT THE FULL LIVING

**ALLOWANCE** — Those students who live away from home on a less than full living allowance (declining to nil — more than one third of students receive no allowance).

A large number of these students are adequately provided for by their parents and hence suffer no hardship, usually living in the halls. Nevertheless, parents have not tended to increase their grants to students in proportion to inflation, and a large number of students when they reach 20 odd years of age are reluctant to continue to be under heavy financial obligation to their parents. In the first case, because living allowance means tests have not been adjusted with inflation, adequately providing for a student who is not receiving the full living allowance may cause financial hardship for many parents. In the second case the fact that a student chooses to be more independent of his/her parents is surely acceptable in all cases and desirable in a large number — students are after all adults and rightly resent still being treated like children. Action in relying less on parents by a student should not therefore be dismissed with the cry that it is his or her own choice. It is therefore, up to the government or the university to assist equally in such cases. The problem of students in this class reaches it's most acute level with those students who have no income from the Commonwealth and no income (for various reasons) from their parents. Some of these people are provided for by the Students' Association's low cost accommodation at Lennox House (rent \$5.00 per week) and funded by our student loan fund.

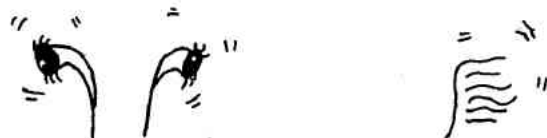
This review of the scope of the problem for students illustrates several general policy points I would emphasise strongly in the provision of low cost accommodation in general.

1. The Students' Association will be forced to attempt to organise those students who live off campus so that we can protect tenants and keep leases on those houses students currently rent, however, we do not wish to force out other groups with obvious and pressing needs in the community. It is my belief that it is only by the various, now competing, groups uniting together against landlords who exploit them and in support of desperately needed government moves to provide housing for non-owner occupiers, that any just and successful results can be achieved.

2. The example of those students seeking to live more independently of their parents or in life styles and situations they prefer for themselves (and would in certain cases urge on the community as a whole), illustrates the necessity for the question of the need for low cost accommodation to be seen in context broader than simple economic necessity. There is a need for accommodation for that increasing number of people who wish to live in communities more closely knit and mutually responsible than is currently provided for by detached family dwellings or in multistory flats.

Lower cost cluster, row, or related single bed room groups (as in Toad Hall) housing provided for and rented by the local or central government is essential for those who have nowhere to live (as perhaps 400 students will in 1975), or who must continue to be exploited by private landlords making profit out of a basic necessity for life. The acute need in 1975 for student accommodation is illustrated by the fact that some 55 students will have to live and study in rooms 9' x 8' in the Corin Dam Huts which the university administration has described as substandard. Such housing is also essential for ecological reasons. It is the only way out of the waste and tensions of the owner occupied quarter acre block. Surely those who wish to create a better more united community and who want to save our resources should be given the opportunity of living their preferred life style.

As the Canberra Committee for Low Cost Accommodation have said, if Canberra is to have greater usage of public transport and a more lively, livable and attractive city dense inner city and city housing is essential. It has been to the great detriment of cities elsewhere that accommodation in the city area has been wiped out; surely in a planned city such accommodation should not be planned out.



# OVER HEAD

## HOUSING DIFFICULTIES 1975 -

The plans for 1976 or 1977 onwards which the University has suggested for student housing involve an acceptance of the responsibility to provide non-collegiate housing for the large number of students who prefer it or who are forced to choose it for economic reasons. College fees have doubled in five years while the income of the majority of students (or parental or government

government assistance) has risen by only a fraction of that amount. A recent survey showed that 50% of full-time students had annual incomes less than current hall fees. Only 14% of full-time re-enrolling students preferred to live in current collegiate housing according to a recent survey.

The University's plans to build and acquire this housing needed and desired by students will not come to fruition for a couple of years. In the meantime the acute shortage of rented accommodation, particularly for student groups, creates a major problem for those students who cannot or do not wish to live in collegiate housing.

There has been a decline in the number of houses rented to students. Since increase in enrolment, even of the modest size predicted (250 students), will absorb almost all of the increased housing provided by the University, the number of those who will have to live in the suburbs will be at least as great as last year. Given the finance and preference factors it must be greater than last year. Last year perhaps 100 houses were rented to student groups - a decrease of only 10 in that number creates a crisis of considerable proportions. Queues of up to eighty people (about half students) have occurred outside houses advertised in the paper for rent in recent weeks. The problems faced by students in general terms are described in my submission to the NCDC.

## WHAT HAS THE UNIVERSITY BEEN DOING -

**University Housing Policy** - Although the University is probably the second largest landowner in Canberra off-campus housing is let exclusively to staff and graduate students. Current policy is under review with a view to increasing rents on these properties to the fair rent, though there is resistance to this from staff. Rents have already been increased on many properties and there is now a three year limit on occupancy for new tenants. For reasons which I find hard to understand, the University, like the government has a policy of giving tenants of houses the right to buy and then sell at rates which are lower than the market price. The pool of rented accommodation,

already in a critical state, must have been considerably reduced by these means. The university has also willingly provided me with the following information.

1. There is a substantial amount of University rented accommodation in Turner/O'Connor which would be suitable for undergraduate students who are more likely than staff to be without transport.
2. At any given time approximately fifty university houses and flats are empty. They are usually empty for about three weeks, though in many cases the place is unoccupied for much longer.
3. Married couples without children are eligible for three bedroom houses (where perhaps four or five undergraduates would be delighted to live).
4. Staff on average remain in houses for about 2 years (which is about the same time as most students would).
5. Very few of the houses or flats are rented to needy non-academic staff.
6. Rents are kept at less than 15% of income for unfurnished dwellings. (Students generally pay out 50% of their income).
7. Rents on three bedroom houses range from \$11 to \$35 per week. Thus, the average staff member in such accommodation pays \$20 less than fair rent and anything from \$20 to \$40 less than students are forced to pay for similar accommodation. Rents on larger houses range from \$18 to \$40 per week. Single furnished flats average \$15.50. (more than \$10 less than fair rent) and doubles range from \$18 to \$25 (again more than \$10 less than fair rent).

**What has the University done for the short-term undergraduate housing crisis** - Since most Toad Hall places were filled last year and there were eight times as many applications as places for rooms vacated, this can hardly be counted as relief accommodation. This means that new places in 1975 will number 74 (19 in Lennox 'A' block and 55 in Corin Dam huts).

This increase in on campus housing cannot cover -

- the increase in university population
- the economic barrier to halls for many
- the increasing desire of students to live off campus
- the decrease in rented accommodation available to students on the open market.

I wrote to all staff member explaining the position -

"... students envy those living in gov-

ernment houses at Government rents and even those who are living in University houses and flats. It for instance annoys me that the University administration is worried that on its plan to recover capital costs in five years on the Corin Dam huts it will be \$8,000 short per annum. The University spends millions on attractive entrance courts, tandem accelerators and attractive gardens, while it's students are to be housed in prefabricated huts in which, according to the university circular they will be unable to study! If rents on university houses were raised by five dollars per week this would net perhaps \$100,000 in a year at a time when the University feels unable to accede to the student request for three rooms to every two students in the Corin Dam huts (so that students could study) because of amounts like \$8,000.

I would like to offer the following suggestions as to how staff could assist students:

- You could inform us by phoning 492444 or by letter if you would accept a rent surcharge to assist the University in providing adequate housing.
- You could rent your house to students when you go on study leave.
- You could assist by campaigning against the 'no groups' policy
- You could urge the University to rent its houses to students and allow staff (who are financially more able), to compete on the open market.
- You can join these groups in Canberra campaigning to government moves into low cost accommodation and assist those fighting for tenants protection, and for the occupation of the 1500 empty houses in the ACT."

I received only three replies which supported our position.

**Corin Dam Huts** - On this matter the administration has adopted the position that student places must not be subsidised and capital costs must be repaid in five years. The welfare officer wrote to Mr Dicker in November in the following terms -

"I believe a number of important decisions regarding the Corin Dam huts have already been made. I would express the strongest possible opposition to what has been to date the lack of any adequate consultation with students. As the Corin Dam huts are in any case a controversial form of housing seen only as a short-term alleviation of an acute accommodation shortage in Canberra, it seems to me particularly important that students, who may have to consider these huts as possible accommodation, should be consulted.

As Students' Association Welfare Officer, I feel that there are a number of points concerning the Corin Dam huts that should be made in the interests of student welfare.

First is the matter of the student room ratio. I would point out that if a ratio of 1:1 is decided upon the University is then contravening a ruling of the Health Department. The Students' Association feels that a

ratio of two people to three rooms is reasonable, considering the relatively flimsy construction of the huts and the resulting high noise factor to be considered. If this policy were to be followed, it would mean that kitchen areas would need to be equivalent to five rather than six rooms for the most effective utilisation of space. However, such a reduction would be acceptable given the increased individual area allocated to each student.

The other main area in which consultation is very necessary and has been almost totally lacking is that of the method of allocation of places. Obviously, the University is the only body in Canberra likely to make any arrangements (e.g. Lennox House) to favour students on low incomes - private enterprise will make no such concessions. It is important that the University continue this policy because it is sometimes only by this means that working class students can afford to continue to tertiary studies. Lennox House is the only accommodation of this kind offered and its places are limited, I believe that it should be a definite policy to allocate room automatically to those who fulfil the financial criteria for entrance to Lennox House but cannot be accommodated there. It could arise that there would not be any people in this position, and, in any case, any places not filled on the basis of financial need could then be allocated by ballot.

Similarly, I feel it would be most unfortunate if first year students were not to be allowed to apply for rooms in the Corin Dam huts. The only other relatively low-cost accommodation on campus, Toad Hall, is not admitting first year students in 1975. This leaves a number of interstate first year students with virtually no option but a hall or college, and thus a good possibility of financial hardship in their first year (especially with some college fees approaching the maximum tertiary allowance). It is also possible to argue that first year students may have less conception of the financial requirements of a year at University in Canberra than those who have some experience of it. Also, students who are permanent residents of Canberra and do not fulfil the financial requirements should not be eligible for the ballot unless in exceptional circumstances. These could be determined by the ballot committee."

The University has not accepted any of these points despite numerous meetings. The rent of \$10 a week is exorbitant for the size of the room (Toad Hall is \$12 and Lennox House \$5). The administration did show considerable concern over my complaints about the furnishings in the rooms (only two drawers, one small shelf and one 'one foot' wide cupboard for all of a re-enrolling student's possessions!). Nevertheless, instead of installing a larger cupboard, the University has decided (at a saving of some \$20 per room) to install two of the smaller cupboards. This has increased the noise factor and limited the sort of things that can be stored.

# a roof over

The problems with Corin Dam huts multiplied. The University agreed to let me examine plans for the kitchen/lounge area which never materialized so problems such as the bench tops being too narrow, the cupboards too high, not enough power points, and a poorly designed store room could only be tackled after building occurred.

As I told the administration:

"The complaints above were tardily and inadequately answered. The whole concern over an expected loss on repayments of \$8,000 clouded any real solution to these problems... I believe Property and Plans whole approach solution to these problems... I believe Property and Plans' whole approach to this question, even allowing for mitigating circumstances produced by the shortage of time, has been unsympathetic to the needs of those who will have the misfortune to have to live in the huts. The Students' Association is used to having its more fundamental and suggestions rejected but in this case even the most simple submissions have had to be fought tooth and nail to little effect."

**The possibility of progress** - I have been told that the University is now very seriously considering giving a limited number of places to undergraduate students in new accommodat-

DO YOU WANT A HEAD  
UNDER YOUR ROOF?



ion acquired by the University off campus. This may result in places for 32 students in fair-rented flats early in the new term. This is an extremely encouraging development if it comes to fruition, as it paves the way for a change in the present discriminatory and obsolete housing policy. **Proposed action - the University's housing policy** - This is the most likely source of more accommodation for students given the current housing situation. A change in University policy could make a considerable number of houses and flats available for students. At the next meeting of the ANU Council I intend to move in co-operation with the Research Stud-

ents' Association:

"That Council believes that the University's housing policy should include

- A policy that all university houses and flats should be at government fair rent.
- A policy that university houses as distinct from flats should not be rented to a married couple without children.
- A policy that where possible university houses and flats and individual bedrooms in these houses and flats should be occupied at all times.
- A policy that priorities for allocation in 1975 should be in the following order -

# your head

1. Postgraduates and undergraduates with children.
2. Group housing and flats for needy single postgraduates and undergraduates.
3. Needy non-academic staff.
4. Academic staff and married postgraduates without children whose spouses are earning an income.
- e. A policy that a rough 50/50 allocation occur between single postgraduates and undergraduates.

I hope that the Association will also initiate an enquiry into hall fees early in the term.

**Bonds on houses rented by undergraduates** - I have proposed that the Students' Association should take up the bonds on houses rented by student groups in order to attract more accommodation by offering an extra guarantee that houses will be better kept. The details of this proposal will be advertised and put to the first Students' Association meeting.

Demonstrations can help draw public attention to the accommodation issue and may result in a political movement which finds solutions.

**ATTEND THE PROTEST IN CO-OPERATION WITH THE CANBERRA COMMITTEE FOR LOW COST ACCOMMODATION ON FRIDAY EVENING OF O'WEEK.**

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# assessment: what is wrong?

An extract from "the students work situation, assessment" published by the Education section of AUS. Available at SA Office.

## 1. IMPERFECTIONS IN ASSESSMENT PRACTICES

Inquiry into traditional examinations arose in the first place from questions as to their reliability or consistency. The well-known report by Hartog and Rhodes with Cyril Burt in 1935<sup>1</sup>, on experimental investigation of essay-type examinations demonstrated both variability in any one examiner on different occasions and very significant differences in standard of marking between examiners. Thus, they confirmed findings by Starch<sup>2</sup>, as early as 1913, as to the divergence between examiners' standards and of Eells in 1930<sup>3</sup> who had first drawn attention to the variability of individual examiners. These results have been confirmed many times since. Some divergence commonly exists, of course, in the mean and spread of marks given by different examiners and this can be adjusted; but ranges of marks from 16 to 96 or 26 to 92 for single essay papers found by William in 1933<sup>4</sup> in marks of essays on mathematical topics require some further explanation. Such wide divergence may reflect differences in bias such as emphasis on either style or factual content but random errors have also been identified in marking. Kandel<sup>5</sup> showed that handwriting had an effect on the examiner's judgments while, more unexpectedly, Farrell and Gilbert<sup>6</sup> in 1960 discovered that examiners gave a greater number of extreme grades after they had marked a substantial number of scripts. Since to these sources of variability must be added errors due to carelessness or fatigue such as faulty addition of marks, or bias due to the examiner's opinion of the students if, as is often the case, he knows them,<sup>7</sup> it is a confident man who will assert that he is able to carry accurate standards in his head and to apply these impartially in marking. Where people do make such claims one may suspect that their marking has not been subjected to inquiry! Or, possibly, it is because they will not admit fallibility. In a study of marking in dentistry, examiners in orthodontics agreed to pass three and to fail 12 but could not agree on seven. The authors<sup>8</sup> comment that so large an element of disagreement inevitably throws the decision for pass or failure onto subjective judgments which may have little bearing on the candidate's factual knowledge or his skill in using information but is likely to depend on the inflexibility of one examiner.

Such findings are not peculiar to applied subjects. A study in an English Medical School by Bull<sup>10</sup> showed negligible agreement between examiners so that a random allocation of marks would have been nearly as useful despite the fairly factual content of the examination.

With so great a degree of disagreement between examiners in one subject within a single university school it seems hardly surprising that standards between subjects or between schools, or from year to year in the same subject, also vary considerably. The Robbins' Report<sup>11</sup> draws attention to different percentages of first-class degrees ranging from 4 per cent in history to 14 per cent in mathematics. This is, no doubt, partly due to the ease with which high, or low, scores can be obtained in subject matter which is either right or wrong as compared with that in which a range of judgements is legitimate. But it would be

a simple matter to adjust proportions in different classes if there was not evidence that university examiners tend to have preconceived ideas as to the proportion of failures and first classes in their subjects. Hohne<sup>12</sup>, for example, concluded that improved student quality was not reflected in better examination results, while the Robbins' Report showed a decline in the number of firsts in arts, sciences and technology during the 1950's despite a general rise in seconds and firsts taken together . . . .

During the last decade a number of research workers have made pertinent criticisms of the content of examinations. No doubt the *Taxonomy of Educational Objectives* prepared by Bloom and his associates<sup>13</sup> contributed to these inquiries for it drew attention to the wide range of information, skills, abilities and attitudes which teachers say they wish students to attain.

In Chicago, McGuire<sup>14</sup> in 1963 used taxonomies of educational objectives to analyse medical examinations in the States in relation to the School's aims of developing critical thinking, encourage understanding of concepts and principles and ability to solve problems. A team of medical judges found that 78 per cent of examination items fell into her lowest category of 'isolated recall', 5 per cent required recognition of meaning of a fact or concept, 11 per cent involved ability to generalise, leaving 7 per cent only in the remaining five categories, of which 'unfamiliar application' and 'ability to synthesise' remained unrepresented. She considered that this reflected a relatively unconscious choice of factual material by examiners.

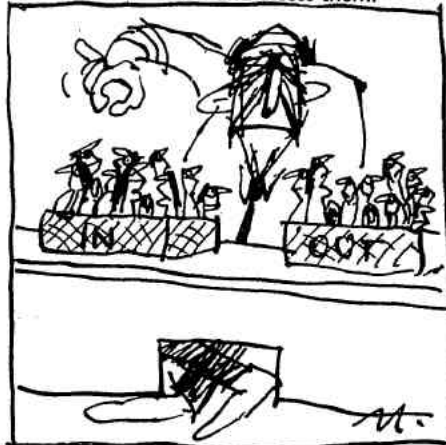
That such findings need not be limited to multiple-choice tests was shown by Spurgin<sup>15</sup> for the Royal Institute of Physics in an analysis of A-level papers and in 1968 by Black<sup>16</sup> who analysed questions in Physics finals in Britain. Among 22 courses he found that on the average more than 40 per cent of questions depended entirely on memory and that in the majority of university schools written papers accounted for 80-90 per cent of the marks. He concluded that most of these papers were of a common pattern, testing the same ability, that high marks could be obtained through a well organised memory and that the questions were neither systematic nor searching.

## 2. ASSUMPTIONS OF WHAT IS MEASURED

This cluster of issues involved in analysing the effect of assessment presents some of the assumptions as to what assessment is meant to measure. In the past these assumptions have been presented as facts, but it is up to each student to assess the validity of these assumptions.

1. The assumption that assessment can measure imponderables such as "quality of mind", "critical thinking", "understanding" etc.
2. The assumption that these imponderables can, and must, be rated in order from "top to bottom".
3. The assumption that practical work — the demonstration of skills learnt — is best measured in a competitive written form. (i.e. not orally, or in group work.)
4. The assumption that competitive assessment is a mock-real-life performance.

5. The assumption that when a student "fails" it is the student's "fault".
6. The assumption that competition is needed to "make students work".
7. The assumption that students cannot plan their own courses, work progress and assessment.
8. The assumption that giving a student a mark, or failing him "teaches" him something about his understanding of the course.
9. The assumption that assessment is impartial.
10. The assumption that academics do not need training in the skills of leading groups of students to teach and assess them.



## 3. EFFECTS ON COURSES.

Perhaps the most significant assumption about the competitive assessment system is that it is in itself objective — apart from the course. The student's work flows on after a brief period of turbulence as it goes over the assessment waterfall.

The presence of assessment can have a direct effect on the learning situation in the following ways:-

1. Assessment determines the ends of the course — a course on mathematics becomes in the mind of students and staff a cram session to equip the students for the blind-man's bluff game of assessment. Instead of all involved ranging widely in small study groups over the entire field of knowledge, the field of knowledge is compressed to be put through the eye of the assessment needle.

2. Assessment discourages interrelationships of the diffused parts of knowledge. Each subject and course is a world of its own: all other variables are assumed constant. In a time of rapid change education has not moved to encourage students to learn for themselves in different areas of study. We remain specialised idiots.

3. Assessment is based on competition. If students have to be forced to learn then the educational system is defunct.

4. Assessment preserves a rigid, uncritical education system. It is in the effect on the course content that assessment's social role can be clearly seen. Students who master the intellectual technology of capitalist economy are graded to work later in life to keep the wheels of industry turning.

To separate the content of courses and their style is naive. Students learn more of the way society works and their own position in it, in boring but compulsory tutorials than from what they read or write.

The "hidden curriculum" of power and authority in the classroom is the reality of education in capitalist society. Tertiary graduates are trusted to control the oppressive agencies in society such as the Courts, the banks, the parliaments, the civil service, the teaching profession and the media.

This is your



President

In the first sociology lecture I went to the Professor told us that everything we wrote in sociology must be 'built firmly upon the shoulders of the giants'. Essays came back with comments like: 'you haven't mentioned what the textbook said'. In psychology it was much the same except that in that department there was none of the paternalistic liberal acceptance of dissent (so long as it is not effective) found in sociology. American behaviourist psychology and its psychotherapy (or one of its more palatable disguised variants) is right and to offer something different is in their words 'not to answer the

is right and to offer something different is in their words 'not to answer the question set'. The Law course is directed towards training lawyers, not towards the destruction of the injustice of the law of property and its subsidiary the criminal law. The natural sciences in their (objective) field keep social responsibility and social creativity an added optional extra (that's not their department).

In general, the university is one big philosophy school – its aim is to teach us to understand the world but not to change it. It needs an understanding which is divorced from social practice. This is what the university calls objectivity, the community of scholars or a critical learning environment. Nevertheless to call the university an 'ivory tower' disguises its real relationship to society. The ideas that our learning should be based upon 'the shoulders of the giants', that the alternative is 'not answering the question', that social responsibility is someone else's business, or that the study of law is training to be a lawyer serve the interests of the status quo and reflects its ideology.

This university is supported by the government and the establishment interests which control it, because it trains those who by their work as teachers, bureaucrats and managers will perpetuate, develop and propagate the hegemony of capitalist ideologies. The university's sound function is not a neutral, objective thing and as a consequence the university is no ivory tower. Nevertheless, as with all institutions and practices in this society, there are contradictions which lead to action which threatens to destroy this function of the university.

Many students and staff actively seek to destroy the reactionary function of the university. They attack it by taking the words learning, objectivity and culture seriously. In understanding them they are forced to reject the social practices in society which they study. They attack pollution, inequality, repression and ignorance. This society depends upon change, even if it is within rigidly structured limits, and hence the university must tolerate such dissent. Nevertheless, these staff and students who believe that one cannot understand the world, or learn within the university, without acting to change it, are repressed. The university structured as a hierarchical pyramid with the learners at the bottom, treats teachers as full vessels and students as empty ones. In this situation the knowledge and understanding acquired must be repressive.

The struggle of concerned students and staff must be for a self-managed, socialist society. Only by and through such a struggle can the blinkers of a repressive and unequal society be understood and removed. For students the struggle must be to bring the university into society as a whole and its struggles against racism, sexism, and exploitation but it must also be to end this injustice within the university. Neither struggle can succeed without the other.

In 1975 we will be struggling for more control over our education and for the right to have somewhere to live. I see these struggles which the Students' Association has been involved in (and will continue to be involved in) as part of the struggle for a self-managed socialist society.

The struggle for self-management is resisted not only by the agents of repression in this society but also by those 'vanguard' parties whose object is the seizure of State power (the dictatorship of the proletarian party is opposed to self-management and workers control).

STUDENT'S ASSOCIATION PRESIDENT

JULIUS ROE





Melbourne, Easter 1975.

Friday 28th to Monday 31st March

# RADICAL ECOLOGY CONFERENCE

## THEMES

### 1. ORIGINS AND CAUSES OF THE ECOLOGY CRISIS

- \* What are the historical roots of the crisis?
- \* Is it capitalism, consumerism, technology or industrialisation we are fighting?
- \* What cause, or combination of causes, produce environmental destruction and an ecology crisis?

### 2. POSSIBLE ALTERNATIVES AND THE FUTURE

- \* Are we technological optimists, or limits to growth people?
- \* Are we overdeveloped? Do we need to de-develop and / or detchnologise?
- \* Could a reformed capitalism solve the ecology crisis?
- \* Is socialism the answer?
- \* How do particular industries and institutions in Australia cause environmental degradation? How can they be restructured to be ecologically sound?

### 3 STRATEGY AND TACTICS

- \* What are our short and medium term goals for society?
- \* Where do we go from here?
- \* Relevance of :
  - trade union activity
  - alternative life style approaches
  - action on specific issues
  - action for social change

## GROUPS

All the facilities are there for groups of people at the conference to meet on things they see as important, or to learn from each other on working projects. You can start building the facilities now, through the learning network and the pre-conference discussion journal.

## LEARNING NETWORK

This will operate before, at and after the conference. It brings together groups of people with special skills, particular experience or specific approaches.

People can learn in activity outside the conference about common problems, so that they take part in the conference with real effect.

## SPECIAL JOURNAL

For those interested in clarifying causes, alternatives and strategies, several issues of a small pre-conference journal are proposed.

You are invited to contribute with papers, articles, items, comments or graphics.

## WHAT WHERE & HOW MUCH

The four-day Radical Ecology Conference will be held at Melbourne University.

### Registration fee :

- \$15 Victorian participants
- \$10 participants from elsewhere
- \$5 secondary students and pensioners

	MORNING	AFTERNOON	NIGHT
FRI	Registration Distribution Circulation	Plenary - key speakers Themes I and II	Open
SAT	Workshops on theme I Self-initiating project groups.	Self-initiating project groups	Open
SUN	Workshops on theme II Self-initiating project groups.	Plenary Reports back Key speakers Discussion	Open
MON	Workshops on theme III Self-initiating project groups	Plenary on theme III Propositions from floor	Open

a hard rain is falling  
**demonstrate**  
 against whitlam uranium policy  
 thurs 27th 4.45 parl. house

## FEAR AND LOATHING IN MELVILLE HALL



"Candidates are warned . . ."  
 "Any materials permitted . . ."  
 Four questions, eh? That's er . . .  
 40 minutes a question approximately  
 half an hour's reading time.  
 Let's see — plans for questions.  
 Ah ha! . . . humm . . . Oh yeah . . .  
 First two easy (plan, plan, plan)  
 . . . ah . . . should I do question  
 number six? I've virtually got the  
 answer written out here — too  
 long of course but I could cut it  
 down I suppose. What about the  
 other questions. Ah — here's two  
 I understand. Rough plans:- look-  
 ing good — maybe I'll do them  
 instead of six.  
 I'll decide later —  
 I suppose I should do six. Never  
 mind.  
 Oh! start writing!  
 write write write . . . . .  
 Question 1 out of the way but  
 longer than I thought it would take.  
 SHIT I've got cramp already.  
 Second question — Christ there's  
 a lot to it.  
 write write write . . . . .  
 Look up extra references (do it  
 well). Better not spend as much  
 time on this as the first one.  
 Oh! — I already have — less than  
 one hour left! For two questions.  
 Shit.  
 (half an hour each, Shit).  
 Should I do 6 (check plans for  
 other two).  
 No — they look straightforward.  
 Third question.  
 write write write . . . . .  
 er . . . Trick Question — oh great.  
 Just what I needed. I suppose he  
 thought that would be funny. Ha  
 Ha Deadshit! At least I think it's

a trick question — GOD I don't  
 know (should I do six?) Look up  
 more references. No it isn't a trick  
 question — is it? I don't know —  
 only twenty minutes left — I'll  
 have to leave it anyway.  
 Fourth question. Where's that  
 plan? I know the answer to this:  
 I was reading about it last night.  
 Where are my GODDAM NOTES?  
 Ah! right —  
 write write write . . . . .  
 OH NO — not again — which is it?  
 I think I should have done six —  
 should I start it instead? No - no  
 time — only 15 minutes.  
 write write write . . . . .  
 Where are those notes? Where —  
 Read —  
 WHAT! BLOODY HELL MY  
 PEN'S RUN OUT. Where's the  
 other?  
 Read  
 Write  
 (I should have done six).  
 Write  
 Read.  
 I'm confused.  
 ONLY FIVE MINUTES TO GO!  
 (I'm doomed)  
 Write  
 I can't do it. Bloody cramp (why  
 didn't I do six) Too late now )  
 where's those notes — only two  
 minutes (why didn't i do 6?)  
 minutes (why didn't I do 6?)  
 Stop writing!  
 Why didn't I do six, Why? Why?  
 Why?  
 I could have done six  
 Why? Why?  
 FUCK EXAMS.



JOHN FREE

### LAW SOCIETY NEWSLETTER: President's message

The advent of a new year is generally a time when one looks forward to happiness and prosperity — in the time-honoured phrase "a Happy and Prosperous New Year" but in 1975 many of us — not only lawyers — can look forward only to gloom and depression.

Unemployment is increasing and the general downturn in the economy is causing grave misgivings. I am told that 15 out of the 25 who completed the last Legal Workshop have not obtained employment and that one firm which advertised in Sydney for a solicitor had 60 applicants.

With the Australian Legal Aid Office growing bigger almost daily, there is a real danger than an independent legal profession standing between the government and the citizen will disappear. This, of course, is the first requisite of a totalitarian state.

It is obvious that the Australian Legal Aid Office will flourish. There can be no shortage of clients for an organisation which advertises extensively and does not charge for its services. At present some of its work is being referred to private practitioners although not to all of them, but as from 20 January 1975 this is on the basis of 90% of proper fees. The reason why the private profession should subsidise a government-run scheme in such a fashion escapes me. With overheads climbing as high as 70% there is not much to be gained from full fees and with the diminution in work caused by the growth of the Australian Legal Aid Office it seem unfair that we should suffer further deductions on referred work.

FRIGHTENING, ISN'T IT...

# ORIENTATION



# WEEK

# PROGRAMME

## MONDAY

Morning Radio Booth in Union Foyer

8-11am Sports Union - free squash for 1st years (bring student card)

10am Copland Lecture Theatre  
Vice-Chancellor's Welcome. Noel Dunbar (acting Vice Chancellor) and Julius Roe (President, Students' Association)

11am Copland Lecture Theatre  
Labour Club Forum - 'Students and Social Change'.  
Union Meetings Room  
Ananda Marga - colour video-tape interview of Hans Selye with Maharishi Mahesh Yogi. Plus talk on Transcendental Meditation

12.30-2.00pm

2pm Copland Lecture Theatre  
Palestine teach-in. Speakers include Tony Maron (ed. *Palestine Forum*), Rod Quinn (student) and local supporters of Israel.

2.30pm Chemistry Lecture Theatre  
Human Sciences Program - introduction

3pm Physics Lecture Theatre - (8)  
Zoology Introduction (AO1 and AO2)

3pm Room 113, John Dedman Building -  
Romance Languages - Film, *Les Coeurs Verts* (sub-titled)

4pm Counselling Centre, 1st floor, Sports Union Building  
'Out of the Frying Pan into the Fire: the transition from school to University'. Small group discussions with counsellors and academic staff.

4.30pm Chemistry Lecture Theatre  
Biochemistry Introduction and Wine and Cheese

5pm Room 113, John Dedman Building  
French Introductory Talk

Evening Black Mountain Peninsula  
Zoology Barbeque (bring your own meat)

7.30pm Film Society - Coombs Lecture Theatre  
'Drive He Said' (R), 'Lucia' (G) Membership \$6 p.a., \$1 for gst.

8pm

Refectory

DANCE - Top Canberra Groups and Light Show  
QUASAR SNIBBO RITZ Only \$1.00

## TUESDAY

Morning

Radio booth in Union foyer

8-11am

Sports Union - free squash for 1st years (bring student card)

9.30-11am

English Department - staff available for discussion on all units

9.30am

Asian Studies/Law Lecture Theatre -  
Asian Studies Introduction

10am

Haydon Allen Lecture Theatre (2)  
University Chaplain's Symposium - 'Is Atheism an Alternative?'  
Speakers: M. Tooley (Phil.) for and J. Richards (Earth Sci.) against.

10.30am

Union Meetings Room  
Counselling - an opportunity for self explanation. How can you develop your own counselling skills - listening, understanding, responding? Margaret Evans, Desmond Judge, Ken Robinson.

10.30am

Visit to Law Courts for 1st years - bus leaves outside Law Schl.

11.15am

Copland Lecture Theatre  
Librarians Welcome followed by Chifley Library Tour.

12.00 noon

H.A. Tank  
'Sinclair Speaks!' - Country Party of Australia.

Lunch

Cricket Marathon Begins - South Oval. Attempt to beat World Record - continues through Wednesday and Thursday.

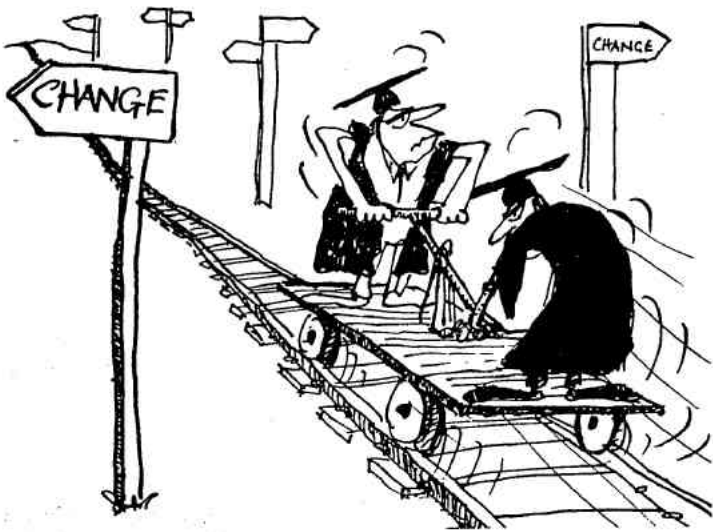
12.30-2.00pm

Union Meetings Room  
Ananda Marga - video tape of Lyle Wallace talking with M.M.Y. plus talk on Transcendental Meditation.

# O' WEEK PRO

WEDNESDAY

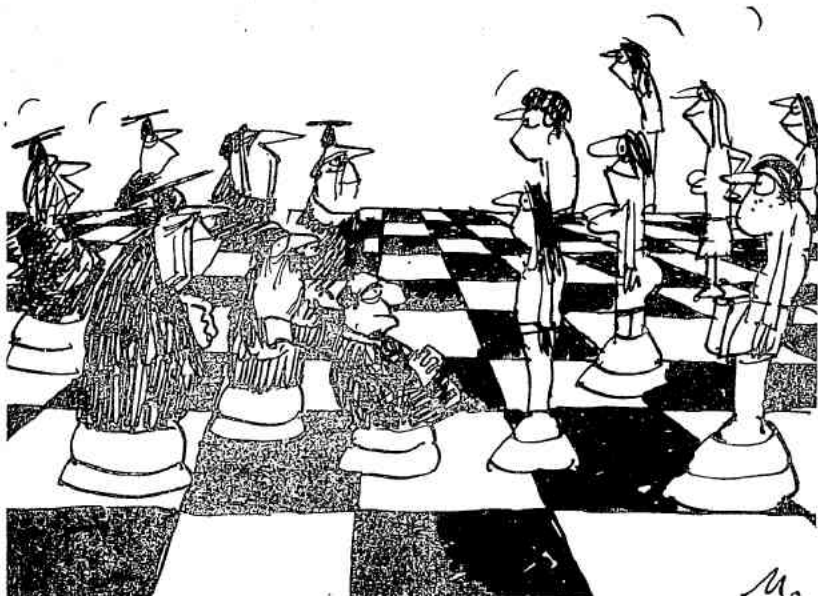
1.30pm	Coombs Lecture Theatre Han Suyin — world renowned woman and author — 'China and the Future of the World'.				
2.00pm	H.A. Tank Communication and Study Skills Unit members — where do you receive help with essay writing, tutorial performance, mathematical methods and reading improvement?	Morning 8—11am	Radio Booth in Union Foyer Sports Union — free squash for 1st yrs (bring student card)	5pm 5pm 7pm	
2—4pm	Chemistry Lecture Theatre Part-time students introduction: academic staff, counselling centre staff, and experience part-timers discuss part time study for new Arts part-timers.	10am 10am	Library Tour Room 113, John Dedman Building Italian Introduction	7.3 8pm	
2pm	Sullivans Creek (Geography Garden) — Geography Get-together	10am	Copland Lecture Room (6) Applied Mathematics Introduction	8pm	
3pm	Library Tour	10am	Coombs Lecture Theatre Canoe Club Films — 'Colorado River Trip'	8pm	
3pm	Coombs Lecture Theatre Environment — 1. Issues and Organisations in Canberra 2. Films — 'The Nuclear Fission Alternative' 'A Question of Survival — Go play in the Nuclear Park' 'The Effects of the Hiroshima — Nagasaki Atomic Explosions'.	10.30am 11am 11am	Visit to Law Courts for 1st year Law students — bus leaves outside Law School Library Tour Copland Lecture Theatre Introduction to Economics — speakers include Dr Groenewegen (Sydney Uni.) and M. Wright.	8pm	
4pm	H.A. Tank Official Arts Faculty Introduction	11am	Counselling Centre, 1st floor, Sports Union Building 'Out of the Frying Pan into the Fire': the transition from school to university. Small group discussions with counsellors and academic staff.		
4pm	Library Tour				
4pm	H.A. Lecture Room (4) — English 11A first meeting				
4.30pm	H.A. Old Staff Common Room. Student Christian Movement Wine and Cheese	12 noon	Union Meetings Room Racism Symposium — Cheryl Buchanan (AUS Race Relations Field Worker) Neville Curtis (Campaign against Racial Exploitation) plus film on South Africa		
5pm	Copland Lecture Theatre — Political Science Introduction				
7pm	Library Tour				
7.30pm	SCUNA Rehearsal — Clubs & Societies Room (members only)	12.30—2pm	H.A. Tank Ananda Marga — colour video-tape interview of famous architect, philosopher and mathematician Buckminster Fuller. Plus talk on Trans. Med.		
7.30pm	Films — 'On any Sunday', 'Papillon' (Coombs Lecture Theatre)				
		2pm	Library Tour		
		2pm	H.A. Tank — Pure Mathematics Introduction		
		2pm	Clubs & Societies Room, Union Building CONTACT (the student self-help and information service) introduction		
		2—4pm	Chemistry Lecture Theatre Part time students introduction: Economics, Asian Studies, Law, Science, Academic staff, counselling staff and experienced part-timers discuss part-time study	Me	
		2.30pm	Copland Lecture Theatre Media Forum; speakers include John Laws, Marius Webb (2JJ Sydney), Rex Palmer (Commercial Broadcasters Assoc.) and representative from open media.	8- 9-	
		4pm	Library Tour	10	
8pm	Union Bridge Poetry Reading — Geoff Page, Rosemary Dobson, John Rowland, David Campbell, Judith Wright, Bob Brissenden. The reading coincides with the publication of <i>Within the Hill</i> , a collection of poems and photographs on an erotic theme by both local and interstate contributors. The book will be on sale.	4pm	Classics Department Introduction to Greek and Roman Civilizations and Greek and Latin. Drinks to follow.	10	
8pm	Meetings Room Union Union Debate — 'That we love football, meat pies, kangaroos and Holden cars' featuring an all-star cast of well known personalities.	4pm	Room 213, John Dedman Building Introduction to Germanic Languages	10	
8pm	Copland Lecture Theatre International Relations Club: Willesee and Peacock speak		H.A. Tank Communication and Study Skills Unit members ) where do you receive help with essay writing, tutorial performance, mathematical methods and reading improvement?	10	
8pm	H.A. Tank Overseas Students Service — Film Show. Films depicting various aspects of life in a number of Asian countries.	4pm	Sociology Department Sociology Society Simulation game; staff hour; followed by barbeque at Sullivans Creek, 6pm.	12	



# PROGRAMME



- 5pm Library Tour
- 5pm Chemistry Lecture Theatre  
Official Science Faculty Introduction
- 7pm Meetings Room Union  
First NUDE (National University Dance Ensemble) meeting and practice — all welcome
- 7.30pm Films — Coombs Lecture Theatre — 'Blow Up', 'Zabriski Point'
- 8pm Clubs & Societies Room, Union  
Wargames Club — Wine and Cheese
- 8pm Union Bridge — Theatre Group; general discussion of plans for 1975. New faces welcome - wine and cheese.
- 8pm H.A. Tank — 'Colorado River Trip' (repeat)
- 8pm Union Bistro  
Radio Club — Jazz & Jam Session followed by Folk and Honey  
40 cents entrance — free wine and cheese, other prog for sale



- 11am H.A. Tank  
'Prisons and the Law' — Tony Green (Prisoners Action) speaks on his own and others involvement in the Bathurst bashings. Also David Biles from the Institute of Criminology.
- 12 noon H.A./Union Patio  
Students' Association — 'Students and Self-management in Education' — street theatre, discussion of past and future action.
- 12.30-2pm H.A. Tank — Ananda Marga; Film of Maharishi Mahesh Yogi.
- 2pm Coombs Lecture Theatre  
Law Society Film — 'The Paper Chase'. Law students only and must pick up tickets from Law Faculty Office prior to screening!
- 2pm UNION MEETINGS ROOM — EDUCATION FORUM  
Speakers: Coombs (Chancellor), Dunbar (Actg. Vice-Chancellor)  
David Buchanan (ex student rep. on Council)
- approximately 3.30pm — Play — 'Death by Degree', all-student cast!  
debate and discussion
- 4pm H.A. 4 — English 11A seminar enrolment and course discussion (rpt)
- 4pm Room 111, John Dedman Building  
Slavonic Languages Introduction — refreshments
- 4.30pm STOP ALL URANIUM EXPORTS — Demonstration, outside Parliament House
- 5pm Library Tour
- 5pm H.A. Tank — Philosophy Department Introduction followed by wine and cheese
- 7pm Library Tour
- 7.30pm Films — Coombs — 'Dirty Harry' (R), 'Magnum Force' (R)
- 8pm Bruce Hall — SCUNA (Choral Society) — free concert
- 8.30pm Jazz and Jug Night — Union Bar — Featuring top jazz group FORTIFIED FEW — no charge for entry

## THURSDAY

### education day

- Morning Radio Booth in Union Foyer
- “ Union—Second hand clothes stall—proceeds to Koomarri (handicapped people)
- 8-11am Sports Union —free squash for first yrs (bring student card)
- 9-12am Parents on Campus Creche open for information (behind Childers St. Hall)
- 10am Library Tour
- 10am Chaplains office, Union Building—  
Meet the Chaplain
- 10am H.A. 4—English 11A seminar enrolment and course discussion
- 10am Coombs Lecture Theatre—Education Day Film—  
'IF' (30 cents admission)
- 10.30am- Union Meetings Room
- 12 noon Encounter Groups—an introduction to group activities which will be organised by the counselling centre in 1975—to increase awareness and personal growth.  
Ken Robinson and Margaret Evans.



FRIDAY

- Morning Radio Booth in Union foyer
- " Parents on Campus Creche open for information
- 8-11am Sports Union - free squash for 1st years (bring student card)
- 9am Forestry Department Foyer - Forestry introduction
- 9-12.30pm Sports Union Scavenger Hunt
- 10.30-12.30pm Copland Lecture Theatre  
Sex Education Forum - speakers include Bobbi Gledhill (Sydney Uni.) Sister Pat Sorby (ANU Health Service). Films from Sydney Film makers Co-op.
- Lunch Union Court - Top Melbourne Group 'Pantha' for free lunch time concert
- 12.30-2pm Union Meetings Room - ANOTHER M.M.Y. Film
- 1-2.30pm H.A. Tank - Committee for Recognition of Provisional Revolutionary Government of Vietnam - Post war film - speakers include Brendan O'Dwyer and Jim Rawlston
- 1.30pm UNION COURT - CLUBS & COSIETIES AFTERNOON STALLS - INFORMATION STANDS - ALL AFTERNOON
- 2.30pm Union Bridge - NUDE (dance group) Theatre Group plus band.
- 3pm Union Court - Attempt on the world gumboot throwing record - Sports Union tries for Guinness Book of Records
- 3pm H.A. Tank - Anti foreign military bases group - Speaker - Dr Des Ball, Defence & Strategic Studies Unit
- 3pm Room 113, John Dedman Building  
Romance Languages - Film, *Cleo de 5 a 7* (with sub titles)
- 4pm Old Arts Common Room - Pre-history and Anthropology Department Introduction - wine and cheese plus films
- 4pm Forestry Department Lawn - Forestry Society Knees-Up

need a roof over your  
head?

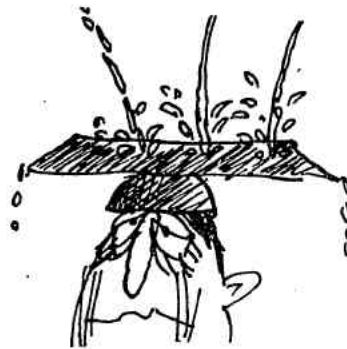
- 4pm UNION COURT - ACCOMMODATION CRISIS  
WHAT CAN STUDENTS DO?
- 5pm LOW COST ACCOMMODATION - DEMONSTRATION  
GAREMA PLACE, CIVIC



- 7.30pm Coombs Lecture Theatre - Films 'Cool Hard Luke' (M) 'Rebel Without A Cause' (NRC)
- 8pm Union Meetings Room - Monaro Folk Society Country Dancing - ONLY 50c (Grog on sale)
- 8pm Bistro Annexe Union - Overseas Students' Reception  
All welcome!

SATURDAY

- 2pm Barry Drive Hockey Field  
Hockey Club Men and Womens Match followed by barbeque.  
Grog on sale - bring your own meat
- 2pm Union Bar, Games Room, Meetings Room - Union Games Afternoon. Carpet Bowls, Table Tennis, Darts, Backgammon, etc. Knockout Comp. Union Games Afternoon 20 cents entrance fee - 80% takings to winner 20% to runner up.
- 8pm REFECTORY - ORIENTATION WEEK BUMPER DANCE ...  
Ritz - Canberra's top band  
Pantha - top Melbourne black soul band  
69ers - needs no description
- Light Show - Grog on Sale - ONLY \$2 (\$1.50 with student card)



SUNDAY

- 11am Union Bridge - Commencement Service
- 12.15pm Union Beer Garden (watch for change in venue if garden incomplete) - BARBEQUE - Meat and salad on sale or bring your own meat if possible.  
Music by Franklin D. Tafferty and the Platt Valley Cruisers all afternoon. Bar open.
- 1.30pm Coombs  
Films - 'Andrei Rublev', 'Shadows of Our Forgotten Ancestors'
- 7.30pm Coombs  
Films - 'A Street Car Named Desire', 'On the Waterfront'
- 8pm Burgmann Dining Room  
Film - 'The French Connection' 40 cents.



Dear Sir,

The Toad Hall expert in this year's O'Week Handbook holds forth with some acrimony and little fact.

The acrimony is closer to disappointment, though, and the untruth more the omission of complete facts.

We will attempt to correct the facts and try to explain why the author feels as she/he does.

To our knowledge, NO room has "gaps of *several inches* between doors and floors".

True, the building is in some places fairly shoddy. It was built as cheaply as possible, just like Burton, Garran, Burgmann, and others. Look at P. West's article on Burgmann: you can do a lot to these rooms without damaging them.

My old Warden (Warder?) wouldn't let me stick up a poster, let alone fit a towel rail. At Toad you have so much more control. That is the whole idea of Toad.

Our disgruntled author has discovered this, to her/his dismay, evidently because she/he expected a freer lifestyle (each) with none of the problems and realities.

He/she warns: "If you want to make it work then it requires effort". You bet! Just like living in the real world.

The cleaners do not 'masquerade' (except Dick who hates sneezing when he cleans the stairwells). Just look at the floors, etc. on Sunday after only two days of non-cleaning.

True, the facilities at Toad are minimal, AT THE MOMENT. But Toad is not finished yet! All residents are made aware of that. (Toad has at least as many washing machines/person as Bruce Hall. The drying facilities will be extended this year.

Jane Day would be surprised to hear that she has absolute power. On a number of occasions, e.g. the purchasing of an office safe, she has not acted before consulting the members of the Governing Body. In the case of the safe, this meant taking responsibility for large amounts of money which had to be left in an office file.

We think the "mutual discipline" can work pretty well. But personality clashes are A Fact of Life.

Toad is like any community.

No-one should expect to be insulated from their neighbours at Toad as if they were at Burton.

And the simple solution to clashes (over discipline, personality or anything else) is to change rooms.


Individual tensions exist at all Halls. The Halls and Colleges hush-up the fights, rapes, etc. Life and exams just tend to screw people up.

We wrote this reply not to encourage people to come to Toad (there are over 300 already on the waiting list), but to show that Toad is a reasonable form of accommodation. It is cheap, convenient and the form of accommodation we think the University should be providing, especially in view of the lack of alternative accommodation in Canberra.

Yours,

Diane Fieldes  
Adrian Baddeley

Toad  
is  
a  
good  
idea



Are you the cool, calculating type? . . . . . if not, come to the University Pharmacy - we stock a comprehensive range of electronic calculators as well as a wide variety of cosmetics

- sunglasses
- vitamins
- creams
- lotions
- tablets
- jellybeans

5% automatic discount on all purchases except N.H. Prescriptions.



**demonstrate  
to support the  
family law bill  
friday 28 feb.  
parliament  
house at 12:30**



## radio notes



### STEREO GEAR AT LOW PRICES

Here's an opportunity for you to get good quality stereo gear at really low prices. There's a terrific warranty system with all gear sold that will amaze you.

Save money and hear your music the way you always wanted. Call the Radio Club for full details.

RADIO CLUB - PHONE 4512

### RADIO ANU GROG ON

Radio ANU once again turns on one of its great music and booze turns, Rock, Folk, and Jazz will be there along with special guests John Laws, and Marius Webb. Don't miss the best turn in 'O' Week. 50 cents

WEDNESDAY 8.00 UNION BISTRO

### RADIO HEAVIES ON CAMPUS

Two of Australia's leading radio personalities will be on campus this Wednesday. John Laws, leading commercial radio man and Marius Webb, head of the new Sydney rock station 2JJ, will be special guests at a seminar on the future of radio in Australia. IN THE COPLAND LECTURE THEATRE AT 2.30 PM.



## STUDENT HOUSING

The Australian National University in conjunction with the ANU Students' Association is prepared to advance the bond money for accommodation rented by student groups. Members of the ANU Students' Association will be appointed as Housing Officers, whose responsibility it will be to make regular inspection of premises rented by students. This will provide an added guarantee to landlords that their property will be well looked after.

Any student seeking group housing and willing to accept the inspection provisions should immediately contact the Students' Association.

# ROOM TO MOVE



TO MR JULIAN ROE

DEAR MR ROWE,

TO MR JULIAN ROE.

DEAR MR ROE, LAST YEAR WHILST WAITING FOR THE 7.55 BUS TO THE CANBERRA HIGH SCHOOL, I FELT TEMPTED TO WRITE TO YOU ABOUT THE ENORMOUS NOISE CONTENT OF BELCONNEN WAY AS REGARD THE CORIN DAM HUTS WHICH ARE BEING ERECTED AT ENORNOUSEXPENSE TO THE UNIVERSITY, SOMETHING LIKE £(),00

TO MR JULIAN ROE.

DEAR MR ROE,

LAST YEAR WHILST WAITING DAILY FOR THE NO 46 ,7.55 am BUS TO TAKE ME TO CANBERRA HIGH SCHOOL WHERE I WAS A FINAL YEAR STUDENT, I WAS TEMPTED TO WRITE TO YOUR ASSOCIATION ,ABOUT THE ENORMOUS NOISE CONTENT OF BELCONNEN WAY WHICH BEGINS EARLY IN THE MORNING AND CONTINUES UNTIL LATE AT NIGHT.

DISREGARDING THE FACT THAT THE DECISION TO BUY THE CORIN DAM HUTS, WAS MADE BY THE DICTATOR OF THE UNIVERSITY WHO HAS MADE MANY DECISIONS BY HIMSELF, ON NUMEROUS OCCASIONS, THE FACT THAT THEY WILL MOST LIKELY GO TO THE BOY SCOUTS ASSOCIATION , IN FIVE YEARS (HE IS THE AUSTRALIAN PRESIDENT): THE FACT THAT THEY HAVE COST THE UNIVERSITY IN THE VICINITY OF \$90,000 TO ERECT, WITH THE PLUMBING, AND OTHER SERVICES, ALL DEAD LOSS, INSTEAD OF BUYING APARTMENTS WHICH COULD BE RETURNED TO THE PRIVATE MARKETS ETC ETC. .DISREGARDING ALL THIS SURELY THE ASSOCIATION OF WHICH YOU ARE THE CHAIRMAN SHOULD BE MORE INTERESTED IN THE CONDITIONS UNDER WHICH THE STUDENTS ARE TO STUDY, THAN THE ASSESSMENT ARGUMENT WHICH SEEMS TO BE THE MAIN PLATFORM. THAT IS IMPORTANT NO DOUBT, BUT HOW CAN ANY STUDENT STUDY TO BE ASSESSED UNDER THE CONDITIONS WHICH ARE TO BE THE LOT OF THOSE IN RESIDENCE IN THE HOHNEN MEMORIAL. THEY SHOULD BE REMOVED AND PLACED ON THE V.C.'S LAWN OR AT THE REGISTRAR'S RESIDENCE IN THE PEACE OF THE LAKE.

THE RESIDENTS OF TOAD HALL FIND THE NOISE ELEMENT VERY DISTURBING, BUT THEY HAVE THE PROTECTION OF BRICKS AND INSULATION AGAINST THE HUGE CEMENT TRUCKS AND DIESEL LORRIES. I DEPLORE ANONYMOUS LETTERS. I CANNOT SIGN MY NAME AS BOTH MY PARENTS WORK AT THE UNIVERSITY. I FEEL I AM FORTUNATE TO BE ABLE TO LIVE AT HOME, WHILE I ATTEMPT A UNIVERSITY COURSE. LIVING IN O'CONNOR I WILL PASS BY THE 'BLIGHT' EVERY MORNING, BUT MAYBE I'LL TRAVERSE BY ANOTHER MORE PLEASANT ROUTE.

STUDY CONDITIONS SHOULD BE A FIRST PRIORITY ..THE END RESULT CAN ONLY BE FAILURE IF THESE ARE EXTREMELY DISTRACTING.

# does motivation depress you?

## AUS IS OUR UNION!

If you've ploughed through the O'Week Handbook from cover to cover you probably know that AUS (Australian Union of Students) runs a travel service which gives cheap overseas flights. You may also have seen advertisements for AUS Friendly Society's cheap health insurance. That's probably all you know about AUS, in fact that's all most students know about it. This is largely the fault of the bureaucracy of AUS for failing to disseminate enough information about what the Union does. We hope to be able to change all this during 1975, particularly through the relatively new concept of regionalisation. These articles will be a brief attempt to set out exactly what you are getting from AUS for the \$1.50 membership fee the Students' Association pays for every student on the campus.

## THE SECRETARIAT

The central office of AUS, known as the secretariat, is in Melbourne at 95-97 Drummond Street, Carlton. The secretariat holds the offices of the President, the General Vice-President (GVP) the Education Vice-President (EVP) and the Services Vice-President (SVP). It is also the headquarters of the various AUS departments, race relations, women's social action and environment, overseas student service.

## ANNUAL COUNCIL

All these officers are elected at Annual Council which is held in January each year. AUS currently has 76 constituents (universities, CAE's, teachers' colleges, etc.). Each of these constituents is entitled to send two delegates and three observers to Annual Council each year. At ANU our representatives to Council are elected at the last Students' Association meeting of the year. We make no formal distinction between delegates and observers which means that the five people elected are all regarded as our delegation and have equal voting and decision making powers. Unless we feel we have specific instructions from the Students' Association, each member of the delegation is entitled to exercise his/her vote as he/she sees fit. Each campus has a different number of votes according to the number of students enrolled - e.g. ANU has five votes, Sydney University has twelve and Sturt CAE has three.

Annual Council makes policy decisions for the coming year and allocates money for each area of activity. The budget is currently \$378,000 which is divided between Secretariat expenses (President, EVP, GVP and SVP salaries, secretaries, telephones, rent, etc.) and budgets for the Social Action and Environment department, the Women's Department, the Race Relations department, the education department and campaign monies.

## THE EXECUTIVE

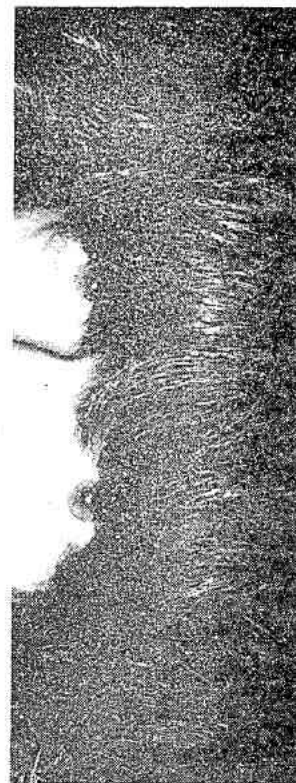
Between Annual Councils the Executive is the decision-making body of AUS. The executive is responsible to regional conferences and the members are obliged to represent the views of their region to the secretariat. The executive is a general watchdog over secretariat and departmental spending and activities. There are eight executive members - two each from NSW and Victoria and one from every other state. The chairperson of the Finance Committee and the President are also on the executive. Due to a year long campaign by women students in AUS, the executive this year consists of four women and four men.

ANU falls under the jurisdiction of NSW executive members, Vicki Wooten and myself (Liz O'Brien).

In subsequent issues of *Woroni* I will explain the activities of AUS departments and regionalisation (what it means and how it works) If you have any queries I can always be contacted at the Students' Association office on the first floor of the Union Building (492444). If there is anything you think the Union should be doing please do not hesitate to ask.

LIZ O'BRIEN

NSW Executive  
Member



Health care has, in the last few years, become a political issue of major importance, the outcome of which will directly effect everyone at some stage. It is also one of the most misunderstood issues, partly because of the powerful pressure groups in the arena who have locked horns with those who have tried to initiate change. It is misunderstood because the various parties involved have felt it is to their advantage to distort the facts in order to gain public support.

Despite many mistakes, Labor is at least attempting to produce a health care delivery scheme in which existing resources are allocated in a more rational manner. The existing scheme in Australia has allowed the private sector to overdevelop at the expense of the public sector resulting in a maldistribution of resources.

Hence you will find an abundance of general practitioners in areas where residents are willing to pay in excess of the common fee, while poorer areas have few readily accessible doctors. A situation arises where you have excessive numbers of GP's becoming specialists and where the city has an abundance of specialists while rural areas lack cover.

One major plank in Labor's health policy is the introduction of a government run medical and hospital benefits scheme now known to the populace as Medibank which will replace the literally hundreds of private health insurance funds. Although Medibank is due to commence operations on 1st July few people really understand it or how it will effect them.

When Medibank begins operation in four month's time it will be financed from consolidated revenue because the Senate knocked back the bill which

Hospital care however is not quite as simple as medical care cover. At present it looks as if only Queensland (ironically ACT, NT, Tasmania and South Australia will initially participate. It is for this reason that the Senate's knockback of the Health Insurance bill was a god send for the government.

As it is unconstitutional for the Australian government to impose a tax on some states and not others agreements would have had to be signed with all States before Medibank could begin operation. Such a situation may have prevented Medibank from ever coming into being if some states stonewalled long enough. However, the knockback means that mobilisation of consolidated revenue can cover the scheme providing an earlier start (though a belated one).

The rejection also saved administrators many headaches for to initiate Medibank Australia wide on 1st July would have been the biggest such operation in the world. Canada, which introduced a similar scheme did so on a province by province basis, ironing out problems as they arose.

would have provided a 1.35% levy on taxable income.

Everyone will be covered by Medibank for medical care and this can be done in one of three ways. You can pay the doctor direct and then claim the 85% refund from Medibank. You can submit a claim form to Medibank for your refund and then pay the doctor or you can pay the doctor your 15% of the fee and he will 'bulk bill' Medibank. The last alternative is obviously the most efficient.

## MEDIBANK

For those who live in a State which does not participate in Medibank or if you wish to have intermediate or private ward cover you will have to remain in a private medical benefits fund as Medibank only covers for public ward accommodation.

The big medical insurance funds such as HBA, HCF & MBF have resisted Medibank's introduction quite strongly. However, they will remain private and provide cover for non-public ward accommodation, dentists, physiotherapy, funerals and such like. Many smaller funds, unable to continue will act as agents for Medibank which will still have to set up numerous offices to cover areas not already covered by agent fund offices.

Medibank is a big operation even with three non-participating States (assuming the others sign agreements by 1st July) and there are many problems to be ironed out. Hence the administration of the scheme will need to be looked at closely, particularly in its birth pangs, if it is to fulfill its role efficiently.

For those students wise enough to insure with the Australian Union of Students Friendly Society the best advice is to take out full cover for six months and then see what develops. It may then only be necessary to take out hospital cover, depending on individual preferences regarding the type of ward accommodation required.

BRYAN HAVENHAND Care in the A.C.T. is clarified.

JOINING PERIOD - NOW to 31/3/75  
APPLY - S.A. OFFICE

\$27.00 Public Hospital and Medical Cover  
\$32.00 Intermediate Hospital and Medical Cover.

The Australian Union of Students Friendly Society has arranged for its members to receive health insurance at greatly reduced rates.

- 1 Hospital and Medical Insurance at one quarter of the normal commercial premiums with exactly the same benefits being offered.
- 2 Full time and part time students are eligible.
- 3 Wife and husband of full and part time students also eligible.
- 4 Age limit - 30 years of age.
- 5 No waiting period if transferring from another registered health fund.
- 6 Intermediate Hospital and Medical Cover is now available at the same greatly reduced premiums (75% off) as our Public Hospital and Medical Cover.
- 7 Underwritten by the Grand United Order of Oddfellows Friendly Society, a highly reputable organisation, registered to provide benefits under the National Health Act.

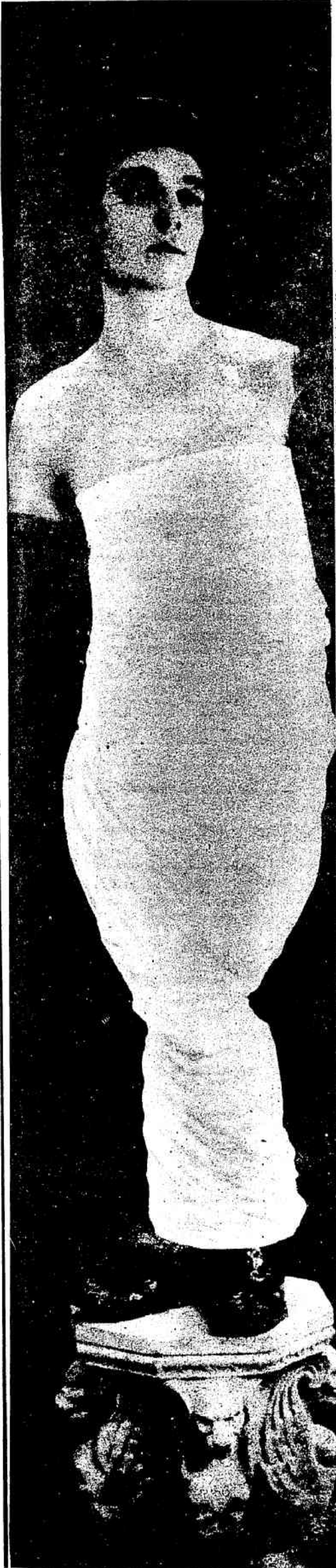
N.B. For Canberra residents we advise only joining for six months until the situation of Medibank and Free Hospital

Due to the fault of no-one else but myself, the three following articles, originally intended for publication in the O'Week Handbook, were missing until well after it went to print.

I apologise to the authors and to any others this may have inconvenienced.

David Brooks

# Science fiction — Double feature



I am supposed to write an article with some relevance to this University, and it's so hard to begin. (The first and the last paragraphs are always the ones most unwilling to be forced out onto paper; the first has to introduce some idea to the unsuspecting reader and deceive him into reading further; the last must appear to tidy up all the muddled thoughts of the preceding pages in such a way that the victim is persuaded that he made the right decision in not throwing away the pile of verbiage in the first place). The difficulty I am having in writing this little essay is caused by the fact that I have nothing, and everything, to tell you. I have nothing to tell you because I don't know you, I don't know what you are expecting to be told nor am I likely ever to meet you and find out. I have everything to tell you because you must be a fresher about to start attending or not attending first year lectures (or you wouldn't be seen dead reading this) while I am a burnt-out old veteran with six years service under my belt, just entering the home straight of the seventh. So obviously, in any flow of information, your ignorance elevates me to a position of omniscience. But what *is* it you want to know?

Shall I discourse upon the University, or a university, such as this one for instance?

(FORTNUM: . . . he just bought a horse-drawn Mercedes from Lord Snowden.

KAK: Not *the* Lord Snowden?

FORTNUM: No, *a* Lord Snowden).

We can take the big one first. I could give you a history of the development of the University as an Institution but, no doubt to your relief, I will not. I could debate on why you have come here, running through a list of reasons beginning loftily with "pursuit of Knowledge", passing through "gaining a meal-tocket" and "postponement of working in the Real World" and finally sinking to "pleasing parents". In fact, I could lecture in a wonderfully selfrighteous way on this topic, for hundreds and thousands of words; but I will not. I could expound upon the theory that to be happy and fulfilled (whatever that means) one need not necessarily have a university education. To this end I could produce two lists: one of university educated people who are dissatisfied with their work; the other, well, you know the rest, and I'm not going to do it. Not even *one* name.

Having transmitted to you absolutely no wisdom at all in the previous paragraph I move to the indefinite-article-small-u university; this one for example. A.N.U. is, by Australian standards, a little university, and in most departments there are more staff members "than you can shake a stick at, if that's your idea of a good time". This means that tutorial groups are smaller and cosier than the corresponding anywhere else and it is generally easier than elsewhere for the freshest of undergraduates to seek out, buttonhole or in any way accost his lecturers. The fact that one has to live in Canberra to be able to reap this rich academic harvest is, to say the least, unfortunate. A proportion of students which is very large for an Australian university lives on campus in colleges or halls of residence or Toad Hall, and many of these students are overseas or interstate ones. (Actually, most fall into the latter category. I mean, not many people actually come from the A.C.T., they just live there). This gives students a unique opportunity to blah, blah, blah, I'm sure you know the rest of that. Social and cultural exchange, what?

Perhaps I've been on the wrong track altogether. What I should really be doing is instructing you in the gentle art of taking out a library book or hiding your reference books on the wrong shelf during exam time so that no one else but you has access to their valuable contents. Or I could act as some sort of Baedeker, and instruct you where to find the Union Bar, or Pat Sorby, or tell you which shops in Civic give student discounts and which cinemas have uncomfortable seats (all of them). However, I am quite positive that you already possess these facts and more of a like nature scattered through the Everests of paper with which you have been assaulted already. Alas! for the Australian forest which has made way for the upstart immigrant pinetree, and to what end? Ahem.

Perhaps even this last approach is a wrong one, and all these words wasted. I should be sitting here, my pen held in quivering fingers, my moist palm seeping its juices onto the page, my eyes glazed over with misty remembrance, and yes . . . I am to write of the University as a place of Sexual Awakening. After the tedium and frustration of colourless, boring, repressed and segregated high school life, we step forward onto the Threshold of Freedom, and into the vast Dining Hall of Licence where lies

an endless human smorgasbord to tempt even the most jaded palate, and certainly to intoxicate the humble novice trembling at the door. Actually, this is all absolute drivel and I have introduced it now only because you must have been by this time to some extent anaesthetised by my turgid prose and my convoluted logic. Just remember, the Health Service is free and the Abortion Referral Centre advertises copiously in the Ladies' toilets in the Union. There's not much point in *talking* about conversion to the life of a sexual gastronome . . . . .

Finally, I should end on a moral note. I should tell you that you belong to a privileged class, possessing advantages our parents never had and being showered continually with opportunities that never came their way. I can ignore this argument solely on the grounds that it is abysmally boring and sounds rather like a bad C. of E. sermon. (On reflection, it may resemble one of the good ones, but this is not a theological discussion). Apart from the argument's being boring, it is false anyhow, and unworthy of your attention.

So we arrive back at the beginning and ask; as I have not known what to tell you about, why have I written the thousand words through which you have ploughed your way? And there is a reason. There is no one but yourself who can, or should, tell you why you are at university, and whether you should be there. Although a multitude of undergraduates and graduates have never discovered this, university is the first place where you, my reader, can work independently, and work only at what you enjoy, unless you had the good fortune to attend a progressive (therefore rare) high school. (Actually I went to an amazingly stimulating pre-school kindergarten twenty years ago; but I digress). No one knows as well as yourself whether you are interested in or coping with work, whether you find your lecturers incomprehensible or left them behind, academically speaking, years ago. Only you can decide if you want to terminate your course before its completion, sorry, "drop out", or if you want to switch courses or faculties. It is your decision what you wish to make of university, now you are here, and no one else's business.

So really, this is none of my business.

So now you can throw this scribble away.

Gigi Santow

# (yawn)..what vegemite can do

This essay contains too many unsupported assertions - your footnotes are inadequate and your bibliography incomplete. You were set a political essay not an exercise in literary criticism.

3  
10 B Academia

In saying why I am a "social democrat" (for which I prefer the inversion "democratic socialist") I can do little to persuade the reader of my rightness, for reasons which will emerge. At the outset let me say that I can present no reasons why other creeds are wrong, but only an explanation of my non-acceptance of them. The reader must make up her/his own mind.

Philosophically I have been far more influenced by the school of British Empiricists and their successors than by German philosophers, (the one notable exception is Kant). The propositions of Hegel and his followers that there is some underlying reality not apparent to us but capable of being discovered seems to me frankly nonsense. On these grounds I have many bones to pick with Marx. Indeed, I do not accept the idea of there being a single reality. This may seem to be a startling assertion, but it is very tenable. "Significance", "importance", and similar notions do not form a part of the world as presented to us, and yet they are surely a part of our "reality". Of course. "But that is a paradox", you say. No. Rather I should say that this seeming paradox results from your own preconceptions about "reality". The point is that "the world as we know it" does not simply contain sense-data but our own assimilation and sorting-out of it. *This assimilation is synthetic and need by no means be universal.* Indeed, often it is not universal. "Beauty" is not a part of the world, and yet is a part of *our* reality. How? Well, the old adage is correct: "Beauty is in the eye of the beholder". I trust that the point has been sufficiently made.

Now I can proceed to present you with certain aspects of *my* reality. You cannot test these assertions. You can merely decide whether they form a part of *your* world.

I should say that the major philosophic influence on me in the direction of socialism has been John Donne. In the Devotions he composed while lying very sick and expecting to die, there is

much that is beautiful and profound.

"No man is an island entire of itself: every man is a part of the continent, a piece of the maine." These words struck me as being very true some six or seven years ago, and that conviction has never left me. We are not isolated units, "united only by relations external to [our] nature". It has also occurred to me that this is a good thing, and that we should strive to make it more so rather than less so. These two convictions lead directly to a rejection of liberal and anarchist philosophy in favour of socialism. Our fundamental aim, I believe, should be to create a society which is not based on greed (for which one can read a whole series of euphemisms: "capitalism", "free enterprise", "competition" and others) but upon co-operation, tolerance and fraternity.

From the foregoing it should appear that by "socialism" I do not refer to

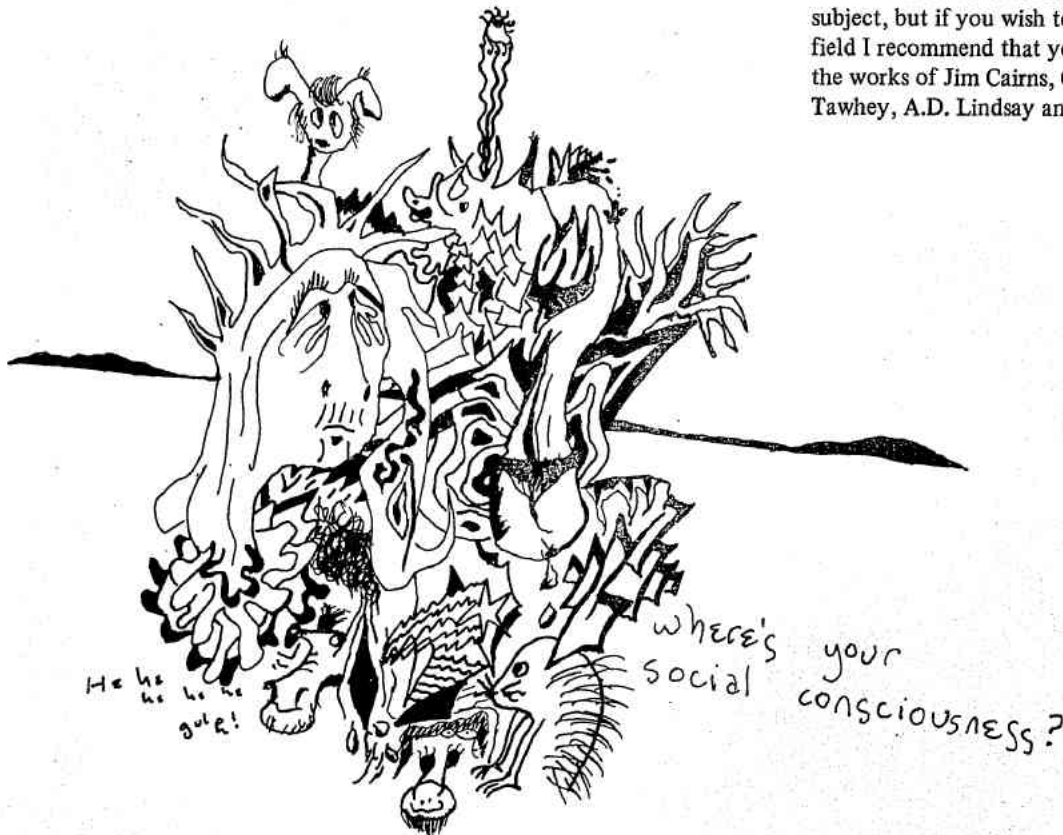
any particular method of organisation of the state or of those bodies and structures deriving from it. Socialism for me is neither a theory of the state nor of economics. It is not "state socialism", i.e.: ownership by the state of the "means of industry production, distribution and exchange", (often scarcely indistinguishable from fascism). It is a theory of ethics, from which one can derive a theory of politics.

When I wrote of the rejection of liberalism and anarchism, I did not mean to condemn them out of hand. Despite the pious and vigorous denials of both, they have much in common, and therein lies the clue to the contradictions in each. The hatred liberals have for repression of civil liberties such as free speech, and the hatred anarchists have of bureaucracy and the all-powerful state and elitist economy both have a place in my political views. They are matters about which I feel deeply, but not so much upon simple moral grounds as upon general utilitarian grounds. (This is not an easy or clearcut distinction to make. Neither is this the place to explain it. It stems in part from my partial acceptance of Kant's views on the nature of morality. I apologise for possibly seeming incomprehensible to the reader). There is a strong liberal streak in my politics, and this to some extent moderates my socialism.

Where, then, does democracy fit into this picture? In general I believe that men ought to have the right to dictate the decisions about their daily lives that affect them. This has two parts: as it extends to the state and to other spheres, mainly the economic structures of our society. Since I cannot accept that the state can, or will,

or ought to be abolished, I have had to decide what form I think it ought to take. Since the society in which we live is large, complex, and dominated by a market economy, I find that we cannot have some sort of Athenian system of direct democracy. There are simply too many of us, too far apart, The decisions that need to be made are too many, too complex and too various to make it possible for such a system. It could not really be done even in such a compact place as Canberra. Furthermore, people would not want it to happen. Thus, if there is to be a state, it must be governed by elected representatives simply because it's alternatives are either unpalatable or impractical. Implicit in the idea of democracy is the idea of disagreement between men, despite the protestations of many self-styled democrats. Democracy is a method of deciding whose view is to prevail. I believe that disagreements between men are a good thing. (This does not mean that those who disagree with the prevailing view have a right to ensure that what they would like to see happen, happens. It merely means that they can, and should, continue to disagree). In saying that the view of the majority should gain effect, I am asserting what is, to me, the least unpalatable solution to the problem. It ensures that the views of the least number of people possible are trampled on. (The alternative is to trample on the majority, which is even less tasteful).

Thus I am a liberal democratic socialist. I have not dealt with many pressing issues, such as worker participation or revolution. (I do not believe that revolution is on, and so the question does not really arise for me). Neither is this anything but a few steps in a journey that never ends. There is no Bible to which I can refer the reader on this subject, but if you wish to explore the field I recommend that you start with the works of Jim Cairns, Crossman, Tawhey, A.D. Lindsay and G.D.H.Cole.



# THEORY

# 123



Available from Students' Association  
Office

Theory No. 123 David Spence

(The General Theory of) "How to be a Success at University without really trying".

Hypothesis: "It is easy to be a successful student at Uni".

Assumptions:

1. You are probably a student of Economics (although this theorem can easily be applied to any other field of study).
2. You wish to be a successful student. That is, gain that magic piece of paper which opens society to you, with the least possible effort.
3. You are not really interested in the real world; you live in an imaginary world where people are of little consequence (especially applicable to Economics students).
4. You will not worry about the student sitting either side of you in the first Eco's I lecture.
5. You will not worry about fluff falling off trees in October.
6. You don't want to be educated, etc, etc, to infinity.

Proof:

Step 1. You are given a course consisting of x topics. Buy B. Cameron's 128th edition of the major test. (Treasure this test as you will never be able to sell it to next year's Eco's students).

Step 2. Completely discard approximately x-4 topics from your (tiny) mind. Do not fear you will (eventually) be told which x-4 topics to discard. (Unless of course those "radical poofa commo student minority) have coerced the staff and admin. into accepting continuous assessment).

Step 3. Do not on any account go to any lecturer or tuts.

- Step 4. Essay or assignment time
- a. ask for an extension
    - (i) If you do not receive one get a copy of essay presented by a previous student of the unit (it does not matter who). Never mind, you will receive a different mark.
    - (ii) If you do receive an extension leave the above step for as long as is possible.
    - (iii) With either step 4(a)(i) or 4(a)(ii), the optional role is to bribe, coerce, etc. a 4th year student to do it for you.
  - b. Disregard mark received unless excessively low.

Step 5. Exam time; either

- I (a) Ask your lecturer or tutor (if you know who they are) some intelligent (?) relevant quotes! Author dropping is positively encouraged. [If you are female and have large boobs this can be especially helpful]
- (b) Failing the above, read one reference from each of the x-4 topics approximately two weeks before the exam.
- (c) Not essential but if it makes you feel happier look at last year's paper.
- II See a counsellor and tell them (hysterically if possible) how you are going completely to pieces and you therefore will never be able to sit the exams. Get them to write a suitable certificate.
- III Failing I and II, go into the exam room and get a friend to ring administration and announce that a bomb has been placed in the exam room to go off at a suitable time. Thus giving you extra time to complete Steps (I) or (II).

SIT THE EXAM

Step 6. You are now in the exam room with 300 other students, you have been allotted your square yard of space. *CHEAT* - varying methods can be employed.

Step 7. Congratulations! you have passed.

Step 8. Forget everything you rote learnt - it will never be of any practical use to you and prepare for next year's region of *you versus assessment*.

- Step 9. Choosing next year's subjects. Consult later year students and choose subjects according to -
- (i) lecture and tute times (choose the combination that gives you the least number of morning lectures).
  - (ii) previous year's pass rates.
  - (iii) who the lecturers and tutors are.

Q.E.D.

Qualifications -

1. This theorem *is not* applicable to all faculties nor all departments within faculties. However it is a useful hint for many.
2. Oh shit! I've forgotten them.

There's many though.

Anyone interested in Ballroom Dancing  
Classes please leave your name at the  
Students' Association Office.



17 GAREMA PLACE, CIVIC  
(where the 'Sparta' was)

47 4792

10% discount to bona fide students.

BONNOX ...

### TRANSCENDENTAL MEDITATION

The purpose of Transcendental Meditation is to help every individual expand his mind, develop his creative intelligence and make use of his full potential in studies, career, and recreation, to improve health and develop the capacity for rewarding interpersonal relationships.

Transcendental Meditation (TM) is a natural technique which allows the conscious mind to experience increasingly more subtle states of thought until the source of thought, the unlimited reservoir of energy and creative intelligence, is reached. This simple practice expands the capacity of the conscious mind, and a person is able to use his full potential in all fields of thought and action.

Success in action, or skill in action, demands that *before* engaging in activity the mind be brought to this stable field of unlimited energy and creative intelligence. This is necessary in the same way that an archer must first pull the arrow back on the bow before shooting it ahead. As the arrow is drawn back fully it gains maximum power and direction for going forward. If the arrow is not pulled back first, the attempt will lack skill and fall short of success. The practice of TM is skill in action because by expanding the mind to the source of thought it puts an individual in direct contact with his own infinite reservoir of energy and creative intelligence, and thereby prepares him for successful action which is more rewarding.

It has been found that unique physiological processes take place during TM. These biochemical processes apparently relieve the strains and stresses accumulated on the nervous system itself more efficiently than during either sleeping or dreaming. Subtler levels of the nervous system (or the mind) are touched and brought into conscious use (hence the expansion of the mind). Some of the physiological changes that take place during a 20 minute period are:-

- a reduction of the metabolic rate by up to 30 per cent.
- an increase of the amount of alpha waves and the appearance of theta waves in the brain.
- great increase in skin resistance.
- changes in the pH of the blood and a 50% decrease of the lactate ion in the blood (high concentration of lactate has been associated with anxiety neurosis).

Some of the results of TM are -

1. Increased energy and efficiency in performing any kind of work a person performed before he began to meditate.
2. Increased calmness and decreased physical and mental tensions.
3. Increases in creativity, productivity inventiveness, discrimination, intuitiveness and concentration.
4. Attenuation of such symptoms as bad body posture, insomnia, high blood pressure.
5. Better mobilization of body resources to combat various strenuous circumstances such as in accidents, sensory monotony, confined places, cases of injury, and others.

Extensive scientific research into TM now validates its effectiveness as a technique for giving deep rest to the system, releasing stress and tensions, and rejuvenating both the body and mind at deeper and finer levels than can be

touched by sleep. This improves health, and leads to more energy, along with more calmness during the day. If a person is deprived of his daily meditation time, then he doesn't feel as sharp, clear, or as fulfilled. He is not as energetic, and he strains more in whatever he does. In a few words, he experiences suffering. Thus TM comes to fill this vital need of our time. Yet the technique is as ancient as mankind, universal in application and anyone who wishes can add this new physiological rhythm to his existence.

The practice of TM allows the mind to become accustomed to thinking more subtly and more comprehensively, hence one sees situations in a broader perspective. More expanded perception along

with more creatively intelligent thinking enables problems to be easily solved and desires fulfilled with least resistance.

The simple practice of TM also familiarizes one with the tender inner levels of feeling, the level of the "heart". Broadmindedness and development of the heart allow the individual to be more tolerant, to feel more at home with

a wider variety of people. Those practicing TM find that they have more ability to appreciate people and situations, and spontaneously they find benefits growing in all areas of life.

Such results can be experienced by anyone who practices TM regularly and correctly. The changes that accompany both the meditative state and the living style during wakefulness come about rapidly, easily, naturally and quite automatically. No change in diet, etc., and no belief or faith are needed.

TM, as taught by Maharishi mahesh Yogi, is effortless, requiring no particular ability on the part of the meditator other than the natural ability to think. TM is easy and natural in that it makes use of the natural tendency of the mind. Therefore, TM involves no control, effort or concentration. It is practiced for only 20 minutes twice a day and is quickly and easily learned in a four day course following two free lectures at a TM centre. The Canberra centre is at 18 De Burgh Street, Lyncham, phone 47 6049.

BARBARA LEOPOLD

### WITHIN THE HILL

A Canberra Poetry production  
*Within the Hill* is a collection of writings, graphics, and photographs intended to treat with serious levity an erotic theme.

We present the collection, partly in response to Canadian poet, Irving Layton's claim that he can find almost no

eroticism and no sensuality in Australian poetry' (*Canberra Poetry*, Autumn '74, pp. 55) but mainly because the artistic representation of erotic behaviour intrigues, and has always done so, the imaginations of both artist and audience.

One of the dangers of embarking upon such a venture is that of admitting erotic behaviour to be a *category* of experience, and thus assuming that the unity of all experience can easily be broken down into constituent parts. This risks encouraging an unsubtlety in the understanding of eroticism, which the editors feel has been allayed by the nature of the material we received. The continuity of erotic experience with other experience occurs in many of the poems, (notably in Jon Silkin's untitled piece). There is intelligent treatment of the subject in all of them.

Indeed, we found the boundaries of our chosen theme hard to determine. In most of the writing that follows there is a *celebration* of love-activity, though we have included one or two poems that are best described as anti-erotic by way of contrast. There is a characteristic excitement for the subject, an energy which, though varied in its form from poem to poem, is true to the vitality of the original erotic myths.

The collection includes a wide range of poets of both national and local stature - A.D. Hope, David Campbell, Bruce Beaver, Jon Silkin, Jennifer Maiden, Grace Perry, Philip Mead, Kevin Hart are among the contributors, and a sequence of fourteen photographs by David Brooks provide a visual accompaniment to the erotic theme.

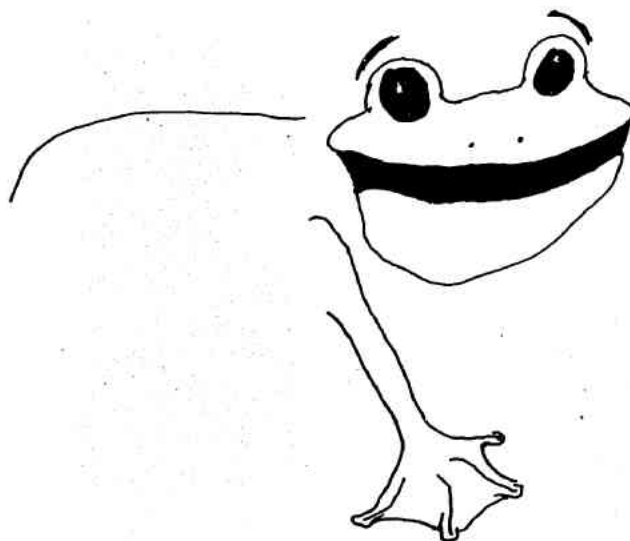
### PUBLIC NOTICE - ANU SPORTS UNION SPORTS COUNCIL ELECTIONS

Notice is hereby given that the Annual Election for Officers and Council of the Sports Union for 1975 will be held on Monday 17, Tuesday, 18th, Wednesday 19th March, 1975. Nominations for the position of President, Vice President, Treasurer and Six (6) Council Members will close at 4.00pm on Tuesday 11th March 1975.

Further information and electoral regulations are available from the Sports Union Office.

PHILIP G. BRODSKY  
RETURNING OFFICER

# union shoppe



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# REVIEWS

## CREEKWATER JOURNAL

Robert Gray

Paperback Poets Second Series 3, UQP.

Wowee! I've been asked to write a review. Now after three years studying English my critical and evaluative faculties are sharpened to such a degree that all you illiterate, insensitive dummies will quite naturally accept what I say as the ultimate truth. So here goes.

Hmmm. — Where to begin. Oh yes, the book I am reviewing today, boys and girls, is called "Creekwater . . . ah . . . Journal" . . . by a young lad from Coffs Harbour, Robert Gray. Yes, . . . well now let me see . . . I suppose I'd better try and read the devil of a thing to start with . . . (28 minute pause) . . . hmmm . . . yes . . . well . . . err (4¼ hour pause). (Change in tone of voice to complete sincerity). Dear Reader, this man is a minor master of descriptive poetry. He relates feeling and experience in a clear, simple, honest and imaginative way. He shows intense awareness of the colours, sounds, smells, shapes, feelings and textures of quite ordinary things. He immortalizes certain simple human situations - sitting inside while its raining, waking up in a train, travelling through a country town, getting ready for work, coming home

on a bus — are a few examples. By narrating a short series of incidents that seem strangely connected he cleverly suggests an atmosphere that we can almost instinctively feel and recognise as true to life — the social atmosphere of a boarding house, a north coast town, an isolated farm, or a Salvation Army Hostel — all are captured in words that we follow with an air of strange fascination.

Gray writes in simple free verse and luckily for me doesn't use long words or obscure jigsaw word orders. His images and associations are often excellent and perceptive and I have no criticism whatever to offer of his style. He uses pleasantly few literary allusions, in fact no English ones I could see.

The key to his whole outlook may be found in four poems showing his involvement with Sato Buddhism. In one place he speaks of an ideal "the True Mind, that asks for nothing and yet is open to all that is", and later on the Master Kyata is reported to have said "all that's important is the ordinary things". Out of context this may sound a little too profound but within this book it is not. It states a perfectly valid

philosophy underlying the whole work. He doesn't preach it tho', in fact its quite subtle and only dawned on me after several readings.

He is a down to earth poet. Some might even say in touch with the great life force of nature. But don't get me wrong. He is very genuine (and not a hippy).

When he does get heavy Gray avoids self-centred winging or frantic finger painting at such ogres as "society" and "the system". Poems like "The death of Ronald Ryan", "The farm woman speaks", "The meat works" and "North Coast town" are presented with a tone of detachment that leaves it up to the reader to supply his or her own emotions rather than seeing them bleated out pathetically on the page. In this way such poems suddenly hit you after a careful reading and you stare at the page wondering where it came from.

Overall, Gray is not a poet who gets his kicks from showing ugliness and cruelty. Many of his other poems celebrate happiness, beauty and peace. His book and his world are a strange mixture of both.

Milton Reid

## SUZANNE HOLLY JONES

### "CRYING IN THE GARDEN"

OUTBACK PRESS \$2.00

Outback Press \$2.00

One writer who is vastly underrated as a force and influence in modern literature is Lawrence Durrell. His "Alexandrian Quartet" evokes a concept of time that seems to have permeated much modern literature, in an almost unconscious way. Durrell has created through his use of an almost anti-climatic plot and short, if only in the ideational sense, episodes, a contrast with time. His fiction has a specific environment but is in a sense timeless. Things just seem to go on. This timeless quality is in no sense a quality of "no time", but rather the quality, or for the reader the experience, of the complete unimportance of time, of chronology. The beginning and end of the novel have no specific geography in the text.

Suzanne Holly Jones, may, for all I know, have never read Durrell, for that matter have never even hear of him. Yet in spite of this to read her is to have the same experience as reading Durrell. That is not to say that she has the skill or the power of Durrell, but rather her notion of time, her blunt presentation of images, each one simple and complete and not necessarily related and her way of re-introducing characters and ideas have the clarity of Durrell. All this does not say very

much save that reading "Crying in the Garden" reminded me of reading Durrell. Ms Jones is however no Durrell, in fact she is not a very good writer, what Durrell manages to do successfully she seldom gets away with. Her writing is overly creative to the point where her creativity is laboured. Not creative to the point of meaninglessness rather to the point of being unimaginative. However, despite this there do emerge flashes of prose that make the book worth reading. There are passages that have an almost magical quality about them, such that one feels that if it weren't for the anarchic imagery this would be an excellent book.

The book begins in a mosque developing out of emotional suffering it ends around a mosque developing into emotional suffering. Between these two points exists a network of images as story. The glimpses of madness, the sane locked up for being so, these are episodes of imagery that are powerfully presented. But mingled amongst these are episodes that struggle for clarity. It is due in part to this very episodic nature of the book, that it is not as successful or as communicative as it's author intended. The lack on any articulated bridge between episodes forces the reader to struggle in order to extract meaning. While struggling is at all times difficult, sometimes it's worth it, other times it's not; this is one of those inbetween times.

Max Pike

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9 am — 10pm Friday  
9 am — 1.30 pm Saturday

### LATEST RELEASES!!!!

Total Eclipse — Billy Cobham  
Lamb Lies down on Broadway — Genesis  
Commoner Crown — Steeleye span  
Dragonfly — Jefferson Starship  
Like Children — Jerry Goodman  
& Jan Hammer

Blood on the Tracks — Bob Dylan  
Playdon't worry — Mick Ronson  
Live — Mott the Hoople  
Feel — George Duke

### TO BE RELEASED IN COMING WEEKS!!!!!!

For Earth Below — Robin Trower  
New — Eric Clapton  
New Bachman Turner Overdrive  
Physical Graffiti — Led Zeppelin

On the Level — Status Quo  
New Wings  
Stampede — Doobie Brothers  
Nadig's Big Chance — Peter Hammill

**Wednesday the 26 February is Campus Radio Day.**

As the Radio Club's contribution to the Radio Station's O'Week extravaganza, we give you two not to be missed events: On Wednesday afternoon at 2.30 in the Copland Lecture Theatre, a seminar on the Future of Radio in Australia has been organized. The panel includes Mr John Laws, well known Sydney Radio personality, poet and singer; Mr Marius Webb, director of the newest development in Australian Radio, the ABC's rock radio Station - 2JJ; a representative of Open Media, the radical new Canberra media reform group; and Mr Richard Refshauge, student politician par excellence and a former director of one of the companies that unsuccessfully contested the second commercial radio licence here in Canberra.

Finally, as the special representative of the Federation of Australian Commercial Broadcasters, the manager of the leading station in Australia's largest commercial network, is Mr Rex Palmer, of Station 2GB - Macquarie, Sydney.

**RADIO ANU - The idea of Community Radio**

Over the last few years you've probably heard a lot about 'access radio', 'alternative media', 'community radio' and so on. With all the rhetoric and grandiose statements that politicians and experts have made, you may tend to think that the whole thing is a lot of bullshit! With Radio ANU, we are lucky enough to be in a position to leave the theory behind and start to really be a community radio station. And the community we serve is the University... but we are restricted to the Campus only, thereby missing most of our potential audience.

However, we do broadcast some 112 hours per week to our limited audience. Of that time, there are 94 hours devoted to music and 18 hours devoted to news, current affairs, and cultural programmes.

*Can Community Groups Run Radio? Is the ABC a hidebound Aunty, incapable of change? Does commercial radio have to cater for the lowest common denominator? Is media change a hopeless day dream?*

These are some of the questions and topics that will be raised. For an afternoon of controversy with John Laws, and Marius Webb, join us in the Copland Lecture Theatre.

On Wednesday evening, the club has organised a jazz-jam Grog-on to celebrate the start of it all again, and we've called it 'Now the Summers Over!' If you're interested in radio or if you're an interested listener, come along and meet the other members of the Campus steam-driven wireless station. Don't worry if you don't like jazz, we've got folk and rock musos too. Our guests of honour will be John Laws and Marius Webb. There'll be free wine and cheese and the bar will be open at subsidised prices. The Radio ANU Aquarium Choir (So called because they are the biggest drips on campus) will be there.

The daytime music programmes are designed to entertain and educate, and to act as a vehicle for information concerning events and institutions on the campus. The evening programmes are there to entertain and to hopefully bring new cultural experiences to the audience. The esoteric aspect of the various musical styles is emphasised later in the evening. You will be able to study, smoke or screw to the most progressive music you'll be able to hear anywhere on the dial.

But like all community organisations, your Radio Station needs people; we need them for two reasons. First, we are always happy to have people join the station to experience the pure joy of the creativity of the medium. As well, we need people to help with the task of

Fortunately they won't be singing. That's Wednesday night at 8.00 in the Union Bistro.

Sunday, all day, will be popular music with loads of information on the activities planned for the next day as well as all the information on other activities and a look at 'O Week' as a whole. Monday morning you will be able to get up bright and early with Mark Cunliffe. Then you will go back to bed in super quick time.

Throughout the week at seven thirty in the evening, you will be able to join our special guests such as Dr Nugget Coombs, Bruce Juddery, Prof. Kamenka, Prof. Les Zines, Hump McQueen and many more as they tell you how they see it. For heavy thoughts on problems and institutions we deal with every day, this programme beats all.

Special programmes are the height of our mid evening programming with special looks at Herbie Mann, The Kinks Leadbelly, and Campus Talent. Later on in the evening, your station brings you various types of music programmes,

playing mainstream music hardly ever heard on radio these days. Heavy progression music finishes up the day.

By keeping us turned on, we'll be able to keep you informed on everything that's going on in 'O'Week. Our daytime programmes with Walter Pearson, Tony Black and Chris Morrissey are choc full of music, information and live event broadcasts. Keep us turned on, on 1620.

Finally, don't forget to visit the Outside Broadcast Unit which will be situated in the Union Foyer all through 'O' Week. There you'll be able to buy T-Shirts, badges, bumper stickers at a mere pittance. The booth will move at lunchtime and will set itself up in the Halls and Colleges; Monday - Bruce, Tuesday - Burton, Garran, Wednesday - Ursula, Thursday - Johns, Friday - Burgmann.

**Radio is exciting in 1975 - why not join us**

JOHN BOTTOMS

administration and of course technical maintenance and construction. There is really a spot for everyone. Also we want people to come to us with ideas and programming concepts. If you know someone who keeps you entertained there's a good chance that person would also keep the rest of the campus entertained too and so that's where your campus radio station comes in. Tell us about talented people, tell us about what you would like to hear, tell us about the things you dislike most in the present programme, then Radio ANU will really be a community station. Remember, it is the people that make up the community and it

is the people that make up the community's radio station.

Finally, to conclude on a happy note, you may be interested to know that we are applying for a Canberra wide licence to enable us to reach all those students that are not rich and who are forced to live outside that hallowed and protected little area that is our campus. For the radio station of the campus community it needs your involvement. So, why not be involved. Community Radio is not bullshit! It is alive and well and living in Kingsley St. Hall.

WALTER PEARSON

## radio programme

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7 9	MARL	IN	THE	MORNING	SHOW 7 9
MICK BROWN 12	WALTER	DURING	THE	MID	MORNING 12
WALTER 2 PEARSON	TONY	AT	LUNCH	TIME	SHOW 2
4	CLASSICS	CLASSICS	THE MIKADO	CLASSICS	ROCK 5
ANDY BRUCE	CHRIS MORRISSEY	WITH	THE	SUNSET	SHOW 7
8	ABC HOW	AND I	CAMPUS SEE	NEWS IT	PROGRAMME 8
PETER 11 WIZE	JAZZ	KINKS	LEADBELLY	ROCK	POT POURRI 9
	FOLK	BLUES	ROCK	JAZZ	ROCK 11
JOHN 1 BOTTOMS	PROGRESSION	PROGRESSION	James B. Bean "MELLOW MOOD"	PROGRESSION	PROGRESSION 1